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In 1964 the Saskatchewan Department of Education embarked upon a provincial reorganization for the elementary schools based on the theory of continuous pupil progress. The grade system for the first 6 years of school was to be replaced by two broad divisions: Division I to encompass the work in Grades 1, 2, and 3; and Division II to replace Grades 4, 5, and 6. The purpose of this study was to measure the extent to which the alleged advantages of the nongraded continuous progress plan have been achieved. Two self-evaluation research instruments were used to obtain data--a Self-Evaluation Study Guide, and a Questionnaire to Local Evaluation Committees. Four general conclusions are noted: (1) The principle of the nongraded school received general acceptance by teachers, parents, pupils, and school boards; (2) the principle of continuous progress is less firmly established than nongradedness; (3) provision for individual differences relies mainly on a form of streaming which involves the classification of pupils into average, decelerated, and accelerated groups, followed by varying the rate of progress through the same course content according to a unit of work plan and schedule; and (4) the percentage of decelerates and accelerates is a small proportion of the total school population. (HW)

ED029390

The Nongraded Continuous Progress Plan

Report of the Self-Evaluation Study, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A PROJECT OF THE DIVISION I AND II STEERING COMMITTEE

DEPARTMENT OF EDUCATION, SASKATCHEWAN

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EA 002 253

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PREFACE

The purpose of this study has been to measure the extent to which the objectives of the Division I and II nongraded continuous progress plan, implemented in 1964, have been achieved. The report is an interpretive evaluation of the progress indicated to have occurred since that time. It is important for the reader to keep in mind that the objective of the study was to measure implementation of the statement of objectives contained in an earlier document [1] which set out the first step towards which the Department aimed in setting into motion a major educational change in the province.

The report is a compilation of data summarized from the returns of a "Questionnaire to Local Evaluation Committees" under the following categories:

Urban	— 17 returns
Non-Urban	— 60 returns
Province	— 77 returns

Because the data are presented in a "raw" form, there are interpretive comments following the questions where this was felt to be necessary. Aside from the summary graphs and tables interspersed throughout, the data have not been mathematically analysed or changed from the actual computer printout.

The interpretations are addressed to those who are most likely to effect changes in further implementation.

Unless otherwise indicated, the data are actual figures for the academic year 1967-68, specifically, March, 1968.

[1] "Some Questions and Answers Relative to a Plan for the Reorganization of Instruction in Saskatchewan Schools", Department of Education, Regina, Saskatchewan, 1964.

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INTRODUCTION

In 1964 the Department of Education, with the support of the Saskatchewan Teachers' Federation and the Saskatchewan School Trustees' Association embarked upon a provincial reorganization for the elementary school. One of the main features of the reorganization was that the grade system in the first six years of school would be replaced by two broad divisions. Division I was to encompass the work in Grades 1, 2, 3; Division II would replace Grades 4, 5, 6.

In part, the decision to introduce a provincial continuous progress plan[1] was based on the findings of a survey conducted by the Department of Education in the spring of 1963. This study revealed that 18 of the 60 school units in the province were using some form of continuous progress plan, especially in the primary years, and that a number of urban school jurisdictions had developed similar procedures. It was reasonable to conclude that in each instance, teachers and administrators in these communities had introduced these innovations because they saw in them a better means of teaching each pupil as an individual who could progress at his own rate and according to his own learning pattern.

The organization of Divisions I and II was based on the theory of continuous pupil progress and was interchangeably referred to as the Nongraded Plan.

The distinct advantages claimed for adopting the nongraded C.P.P. approach in Divisions I and II were as follows:[2]

A. It recognizes basic differences in learning rates.
B. It eliminates "grade failure" and "grade skipping".
C. It enables teachers to challenge the bright students more effectively.
D. It emphasizes mastery of the basic skill subjects.
E. It provides all children with opportunities for some measure of success.

In the spring of 1967—three years after the Nongraded Plan had been implemented provincially—it was considered timely to "take stock" of the practices and procedures that had developed throughout the province. It was recognized that the plan would be implemented more fully in some school systems than in others and that complete implementation would require continuous effort on the part of the total teaching and supervisory staff.

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[1] In this study the continuous progress plan may at times be referred to as the C.P.P.
[2] "Some Questions and Answers", **op. cit.**, p. iii

The Division I and II Steering Committee of the Department of Education was of the opinion that teachers, supervisors, and administrators in Division I and II would appreciate the opportunity to take the iniative in critically examining their own practices and procedures. Accordingly, under the auspices of the Steering Committee, the Research and Planning Branch of the Department of Education conducted a self-evaluation study on implementation of the Nongraded Plan. The results regarding the extent of implementation are contained in this report.

PROCEDURE

The Division I and II Steering Committee agreed that the **main purpose** of the study was to facilitate a self-evaluation of the implementation of the Nongraded Plan at the level of the local school. Further, it was agreed that information on the total provincial picture was necessary to provide guidelines to the Department of Education regarding further refinements to the plan itself, along with assessment of the problem areas.

To fulfill these requirements, two research instruments were designed and distributed. These were:

(1) "Self-Evaluation Study Guide"
- —34 questions —11 pages
- —distributed in September, 1967 to all teachers and principals in Divisions I and II
- —one copy of this "Study Guide" was returned by each school to a Local Evaluation Committee which had been established in each school jurisdiction for purposes of this study

(2) "A Questionnaire to Local Evaluation Committees" [1]
- —60 questions —17 pages
- —distributed in January, 1968 to each Local Committee
- —one copy of the "Questionnaire" was returned by each Committee to the Research and Planning Branch of the Department of Education by April 1, 1968

The analysis and data in this study are based on seventy-seven (77) returns of the "Questionnaire to Local Evaluation Committees".

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[1]See Appendix A for a list of school jurisdictions which returned a completed "Questionnaire".
See Appendix B for a summary of the number of individuals who participated in Local Evaluation Committees.

LIMITATIONS

During the period of conducting the study an attempt was made to accommodate for some of the limitations of the study, some of which were apparent from the outset, others arising progressively while the data were being analyzed. The most formidable problems were:

(1) The "Questionnaire to Local Evaluation Committees" went beyond the scope of the original "Study Guide". It was felt that before a local committee became involved in evaluation, it should be asked to do more than to collate the returns of the "Study Guides" which it had received from schools in that jurisdiction. Thus twenty-six additional questions had been added to the "Questionnaire" and although this added immeasurably to the subjectivity of the study, it was felt that the local committees would have to consider these additional questions in order to achieve the purpose of the local study.

(2) It was assumed that the returns from a local committee were a consensus of committee opinion in every question answered. This may not have been the case, but there was no allowance for any dissenting views in replying to the questions. Again, while this may have affected the quality of accuracy of the information received, it was considered a necessary exercise for the committee to deal with some of the subjective questions collectively.

(3) From the outset it was not known whether a computer application in processing the data was possible. Since it was a post-hoc decision consequential to the "Questionnaire" (the second instrument) already having been distributed, it was recognized that the design might have been improved for coding and keypunching. Although the possible computer application was kept in mind in designing the second instrument, the inclusion of several subjective questions (necessarily requiring coding) was considered too important in the design of the "Questionnaire to Local Evaluation Committees" to have been omitted.

(4) In discussing the purposeful subjective and objective nature of the "Questionnaire", it is also necessary to recognize the formal and informal components of the study itself. It is the difficulty in studies of this nature that the respondents, particularly in this case, were composed of groups throughout the province who had to interpret the questions in their own way and respond accordingly. However, when examining the replies collectively, it was necessary to apply only one interpretive approach to all the documents. This singular, formal approach to analysis may well have been unbalanced by the informal approach to response by the seventy-seven committees; but it was not felt possible to interpret each of the returned documents in relation to its own setting and context. For that reason all the subjective questions were coded according to the coding structure which had been agreed upon for an approach to all the replies.

(5) The inadequate response to some questions can be understood, and in some cases certainly could not have been avoided. However, in many of the questions, in particular where it was intended to test certain hypotheses, it was found that the response was too low to reach valid conclusions.

(6) What may prove a difficulty to those reading this study is that in some cases the results were reported by the number of replies from schools, but in a higher percentage of cases, the results were reported by the number of jurisdiction replies. Although this might have been avoided, the number of schools was purposefully requested in answers to some questions, in order that the Local Committee would be required to consider its response in explicit terms, as well as refer to the answers from the "Self-Evaluation Study Guides" which had been submitted by the schools.

Questionnaire to Local Evaluation Committees

1. Name of school district or unit:.....

.....

2. (a) Number of schools teaching Division I and II in your jurisdiction:

.....

(b) Number of "Self-Evaluation Study Guides" on which your analysis is based:

.....

We are anticipating that the replies in 2(a) and 2(b) will be the same, that is, that a "Study Guide" from each school teaching Divisions I and II has been returned to your committee. If the replies in 2 (a) and 2 (b) are **not** identical, we will assume that your analysis is **based only** on the "Study Guides" you received, unless otherwise indicated.

I. PUPILS

A. Grouping

3. In your school jurisdiction what percentage of the 1966-67 enrolment in Divisions I and II was in each of the three groups as of June 30, 1967? See "Study Guide" No. 8.

SUMMARY OF RETURNS

"Questionnaire to Local Evaluation Committees"

	Province	Urban	Non-Urban
1.	77 "Questionnaire" returns	17 "Questionnaire" returns	60 "Questionnaire" returns

See Appendix A for list of jurisdictions classified "Urban" or "Non-Urban" for the purpose of this study.

	Province	Urban	Non-Urban
2. (a)	917 actual No. of schools	205 schools	712 schools
(b)	807 school "Study Guides" 88% response	205 "Study Guides" 100% response	602 "Study Guides" 84.5% response

The study is based on the figures in 2(b) since only the data from those schools whic submitted a "Self-Evaluation Study Guide" to their Local Committee are included in the tabu lation. The 88% provincial response to this study is considered to be significantly high, par ticularly in a study which involved the collective efforts of so many educators in the province.

3. The results on grouping distribution are summarized in Table I which follows. This tabl was prepared by converting the percentage response supplied by each jurisdiction to actue figures.

The actual responses to question three follow Table I in Tables II to VII. These tables are included to present an impression of the percentage distribution of grouping in Divisions I and

	Accel.	Aver.	Decel.
Div. I			
Div. II			

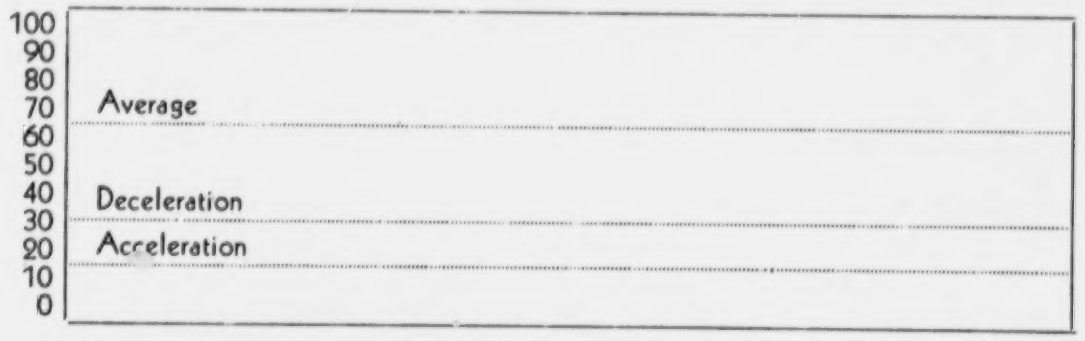
3. Continued

II in visual form. The tables were compiled by plotting the percentage distribution of grouping in each division indicated by each Local Committee. Separate graphs were prepared for each Division in each category of response—Provincial—Urban—Non-Urban.

The NUMBER OF JURISDICTIONS at the bottom of each table have not been ranked in any specific order. The graphs were prepared by recording the results indicated on the computer printout in which the percentage distributions in each size category—Provincial—Urban—Non-Urban—were printed in ascending order.

The distortion indicated by the extreme distribution in one jurisdiction (e.g. Division I percentage distribution—Acceleration 3%; Average 64%; Deceleration 33%) can be largely attributed to the area being mainly populated by disadvantaged people.

Advocates of the nongraded plan suggest that the distribution should be closer to 15% in acceleration, 65% in the average group and 30% in deceleration such as the following:



However the results did not approach this type of a distribution. It was also noted that there was even less distribution in Division II than the small amount indicated in Division I. This lower percentage, particularly in the Division II decelerated group, may be directly attributable to the Department's suggestion that a child be decelerated only one year in the first six years of school. The results indicated that the tendency was for deceleration to occur more frequently in the first three years of school.

3. Continued

The data on grouping might lead us to consider an attempt to vary the curriculum content rather than to emphasize the rate of learning. The variable would be the rate, but the basis would be the curriculum. This does not eliminate the need for scholastic achievement tests in individual subjects, since this is simply another means of providing for individual instruction and measurement.

Because the results indicated that there were a considerably higher number of decelerates in comparison to the accelerated group, the implication might be that it appears easier to decelerate a pupil than to do special remedial work with him in order to keep him in the average group. While the Department supports the fact that deceleration should be used for the slow learner, it also advocates that the decision to decelerate should be made after careful consideration of all factors.

In examining the results on grouping procedures, the question might be raised—"Are the terms which we are using—acceleration, average and deceleration—the best descriptors, and does the use of them hinder the achievement of the objectives of the plan?" At this point the answer may be that while simply grouping pupils into three groups is too crude an approach to take, a minimal grouping procedure is an important first step to be initiated in all schools as a broad frontal approach in the early implementation of the plan. While the evidence from the charts indicated that there was a broken front approach throughout the province, grouping techniques of any degree of refinement are directly related in some varying degree to almost every advantage claimed for the plan. In this regard it was considered that since there was an indication that grade skipping and grade failure have been eliminated, there has been at least some movement and achievement in reaching the objectives of grouping.

No. 3 **GROUPING DISTRIBUTION** Table I

URBAN

	Acceleration		Average		Deceleration	
Division I 27,789	901	3%	23,906	86%	2,982	11%
Division II 23,841	623	2%	21,680	91%	1,538	7%
Total= 51,630	1,524	3%	45,586	88%	4,520	9%

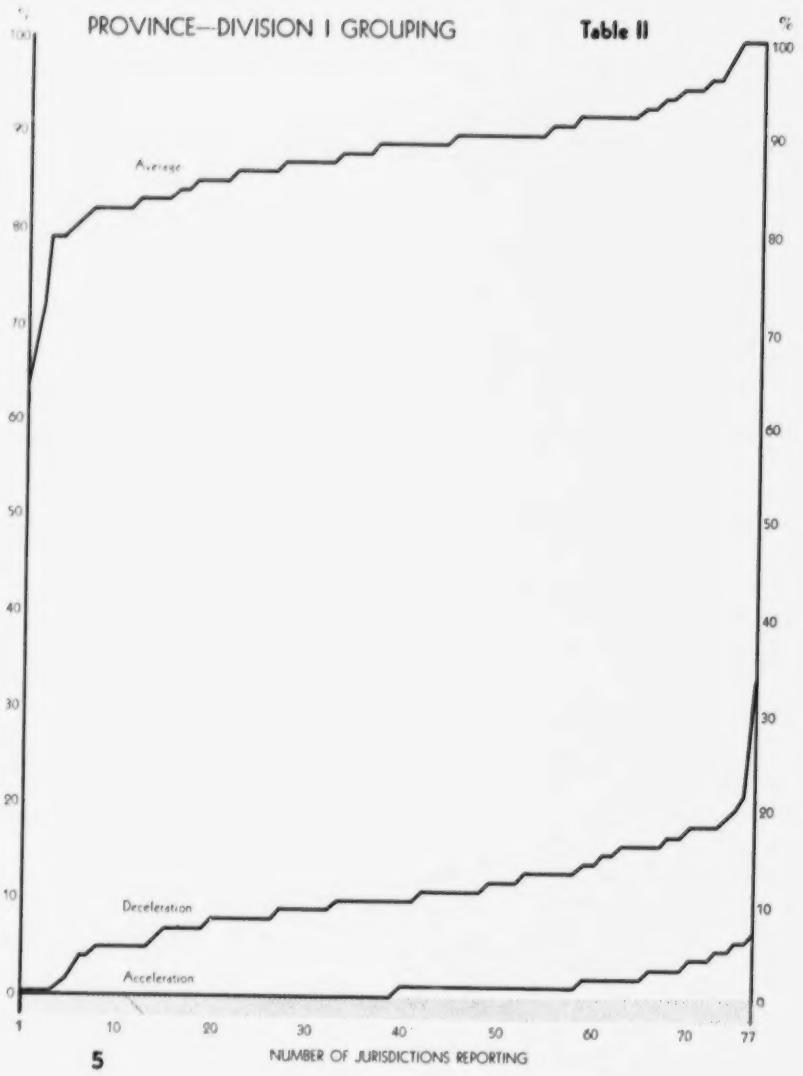
NON-URBAN

	Acceleration		Average		Deceleration	
Division I 39,341	329	1%	34,330	87%	4,682	12%
Division II 37,153	243	1%	34,253	92%	2,657	7%
Total= 76,494	572	1%	68,583	90%	7,339	9%

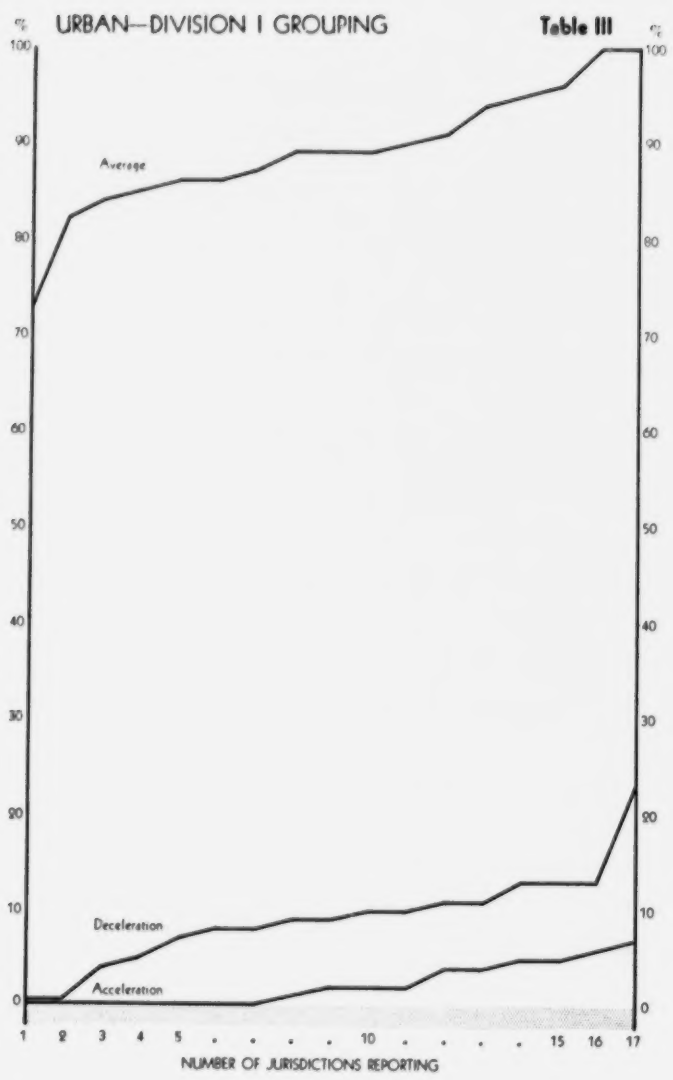
PROVINCIAL

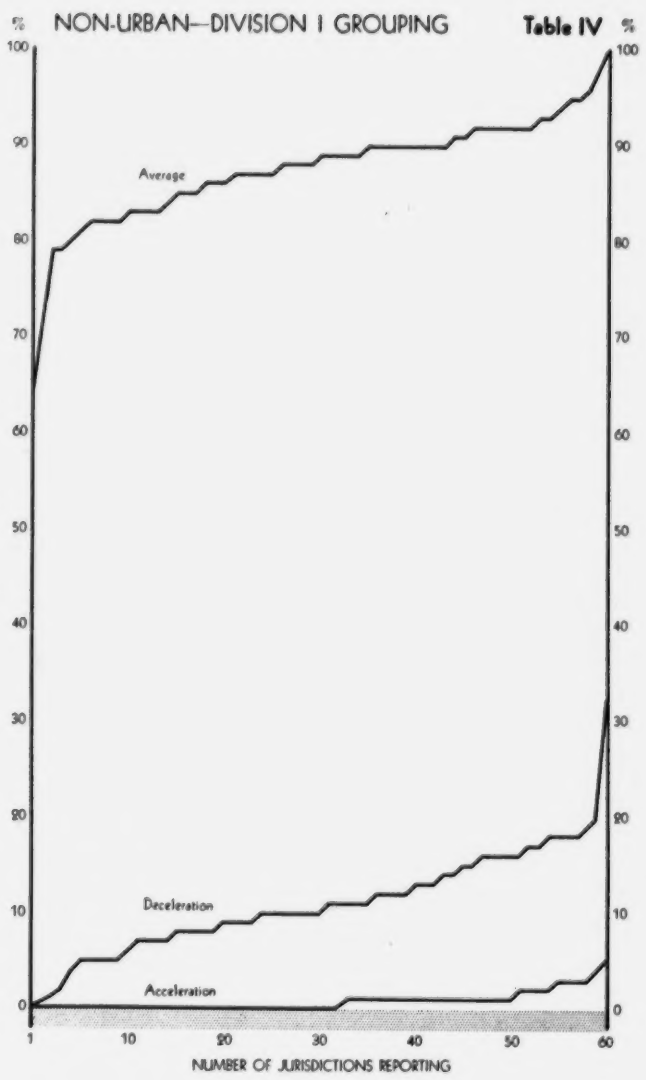
	Acceleration		Average		Deceleration	
Division I 67,130	1,230	2%	58,236	87%	7,664	11%
Division II 60,994	866	1%	55,933	92%	4,195	7%
Total= 128,124	2,096	2%	114,169	89%	11,895	9%

3. Continued

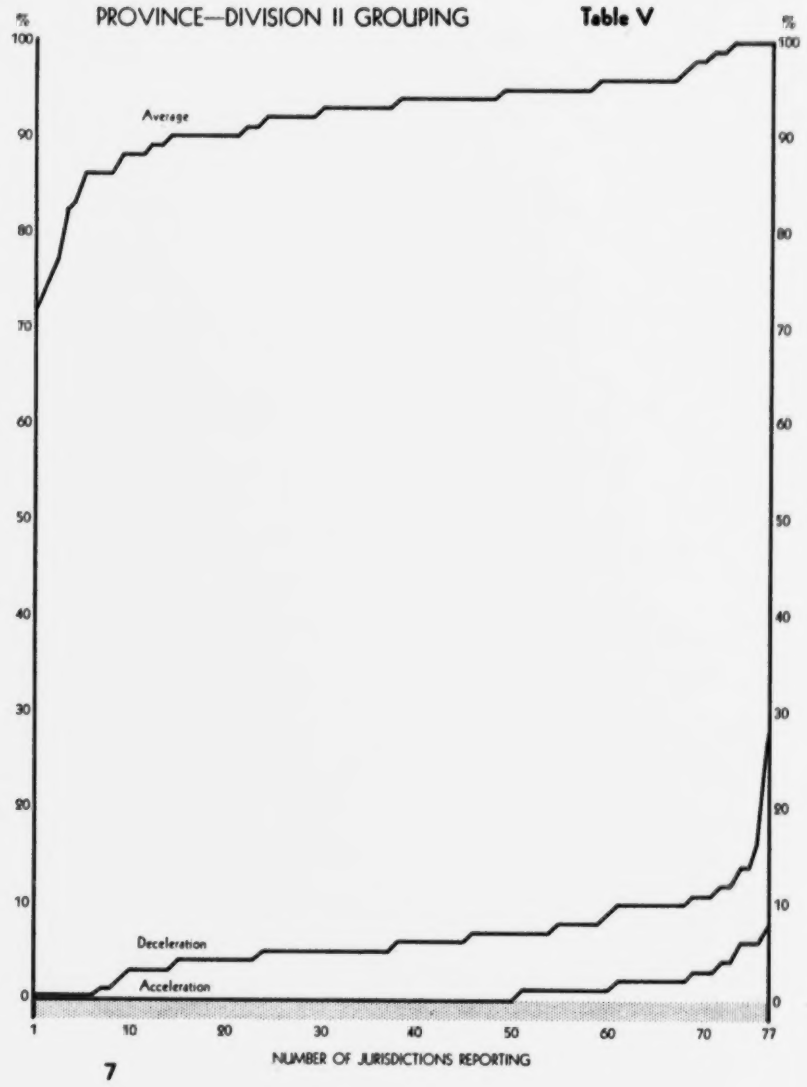

PROVINCE—DIVISION I GROUPING
Table II
%
100
90
80
70
60
50
40
30
20
10
0
Average
Deceleration
Acceleration
1
10
20
30
40
50
60
70
77
NUMBER OF JURISDICTIONS REPORTING

3. Continued

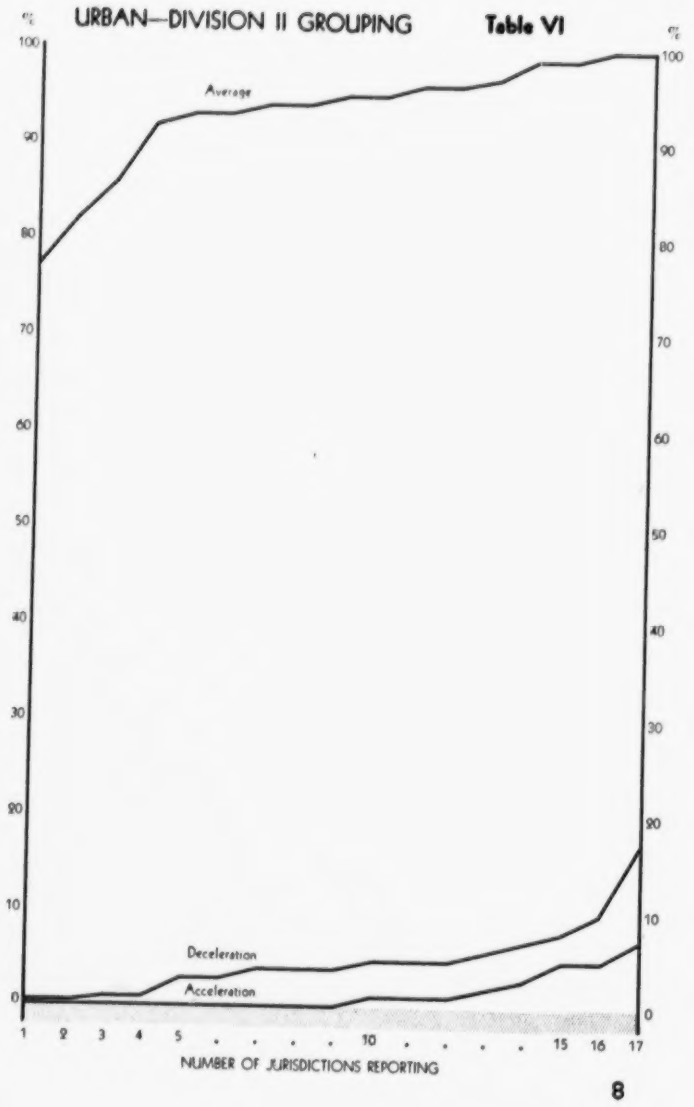

URBAN—DIVISION I GROUPING
Table III
%
100
90
80
70
60
50
40
30
20
10
0
Average
Deceleration
Acceleration
1 2 3 4 5 . . . . 10 . . . . 15 16 17
NUMBER OF JURISDICTIONS REPORTING

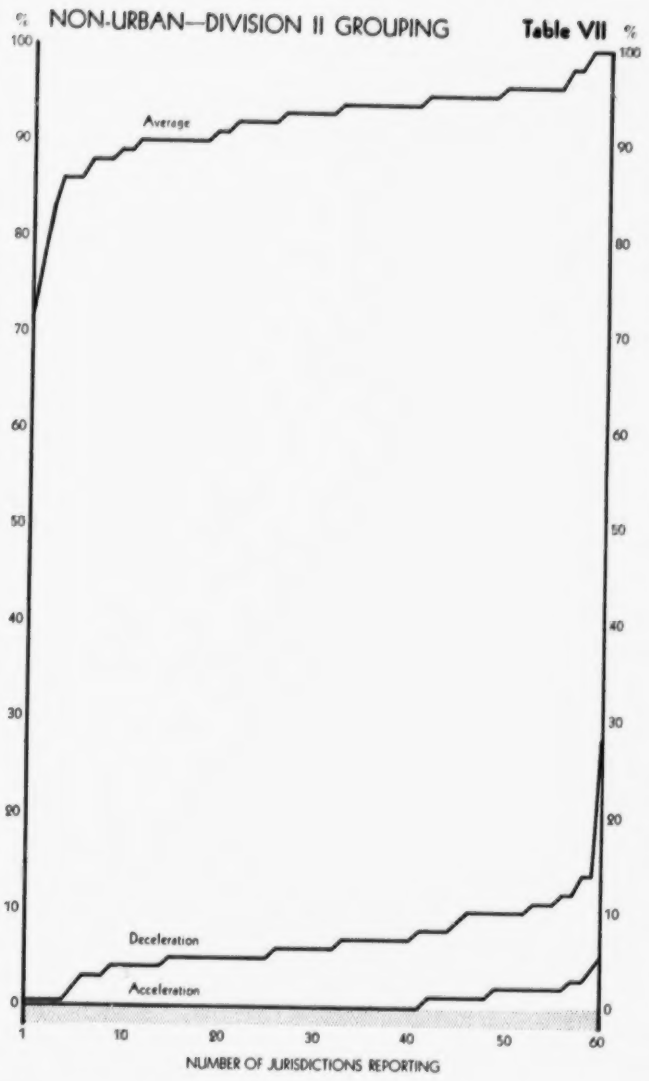

NON-URBAN—DIVISION I GROUPING
Table IV
%
100
90
80
70
60
50
40
30
20
10
0
Average
Deceleration
Acceleration
1 10 20 30 40 50 60
NUMBER OF JURISDICTIONS REPORTING

3. Continued


PROVINCE—DIVISION II GROUPING
Table V
%
100
90
80
70
60
50
40
30
20
10
0
Average
Deceleration
Acceleration
1
10
20
30
40
50
60
70
77
NUMBER OF JURISDICTIONS REPORTING

3. Continued


URBAN—DIVISION II GROUPING
Table VI
%
100
90
80
70
60
50
40
30
20
10
0
Average
Deceleration
Acceleration
1 2 3 4 5 10 15 16 17
NUMBER OF JURISDICTIONS REPORTING


NON-URBAN—DIVISION II GROUPING
Table VII
%
100
90
80
70
60
50
40
30
20
10
0
Average
Deceleration
Acceleration
1 10 20 30 40 50 60
NUMBER OF JURISDICTIONS REPORTING

4. September, 1967 total enrolment figures for jurisdiction. SEE "STUDY GUIDE" No. 3.

	Div. I	Div. II	Total
School Enrolment			
No. of Teachers			

5. In your school jurisdiction, which of the following determine the pacing group in which pupils are placed? Indicate the degree of influence of those selected by number ranking, using No. 1 as person most influential; in case of equal influence, use the same figure e.g. 1,2,2,4,5, etc. SEE "STUDY GUIDE" No. 4.

.....Teacher
.....Principal
.....Superintendent
.....Supervisory Assistant
.....Educational Psychologist
.....Reading Consultant
.....Parent
.....Pre-School Clinic
.....Guidance Services
.....Health Clinic
.....Others (specify).....
COMMENTS:.....
.....

4.

Province Div. I	Div. II	Total	Urban Div. I	Div. II	Total	Non-Urban Div. I	Div. II	Total
67,130	60,994	128,124	27,789	23,841	51,630	39,341	37,153	76,494
Teachers—	5,198		**Teachers—**	1,809		**Teachers—**	3,389	
Ratio—	24.6:1		**Ratio—**	28.5:1		**Ratio—**	22.6:1	

The lower teacher-pupil ratio in the non-urban jurisdictions appears to document the claim that rural boards have to compete more with the urban centers for their teachers and have great difficulty in so doing. In many cases teachers are able to stipulate that they will agree to teach in a rural district only if the teacher-pupil ratio is held at an indicated minimal level.

5.

PROVINCE		URBAN		NON-URBAN		
Highest No. of Juris. Replying	Ranking	Replies	Ranking	Replies	Ranking	
77	1	17	1	60	1	Teacher
62	2	13	2	49	2	Principal
45	3	7	3	38	3	Superintendent
21	4	4	5	18	4	Supervisory Assistant
20	5	5	5	18	5	Educational Psychologist
2	8	1	6	2	8	Reading Consultant
21	4	6	4	18	4	Parent
14	6	1	6	12	6	Pre-School Clinic
2	8	2	6	2	8	Guidance Services
5	7	1	7	6	7	Health Clinic
NO OTHER RESPONSES						Others

5. Continued

It was revealed that the personnel most determinant in the pacing group in which a child is placed are the teacher, principal and superintendent respectively. "Teacher" was ranked number one in 100% of all cases, but there was no indication of how often this was a group, and not a unilateral decision. That is, the data did not indicate whether the teacher was the sole determinant or the number of times which the other personnel participated in this decision. If the teacher is solely responsible in most cases and the results which indicated minimal grouping for pacing are considered, there are obvious implications for pre-service and in-service programs for teachers.

Do teachers, in fact, have the skill and knowledge to make these decisions? This might militate against accelerated classes, but the major implications is that teachers must have the skill regarding the placement of students. Since they are rated first in influence it is of the utmost importance that teachers possess the necessary knowledge and skill.

6. How many schools in your jurisdiction reported that there is NO PROVISION for moving a pupil from one pacing group to another at any time during the school year? SEE "STUDY GUIDE" No. 6.

.....

Province	**Urban**	**Non-Urban**
212 schools	13 schools	199 schools
26% of 807 schools	6.3% of 205 schools	33% of 602 schools

Twenty-six per cent of all schools replying stated that they had **no provision** for moving pupils from one pacing group to another. The resulting conclusion that consequently 74% of the schools did have provision for moving from one pacing group to another seems to be a highly improbable possibility since the evidence on grouping distribution did not support this as being the practice. The results also indicated that if movement occurs, it is most frequently demonstrated by movement from average to decelerated groups. The lack of movement can also be interpreted as a tendency to place a label on a student in the early part of Division I and leave him in the decelerate category; there appears to be less interest in attempting to move him to a different group once he has been so categorized.

7. What were some of the main reasons listed for not having such provision? SEE "STUDY GUIDE" No. 7 (b).

.....

Responses coded opposite

7.

Province	Urban	Non-Urban	
NUMBER OF JURISDICTION REPLIES			
42	1	41	1. More than 1 year of a division in one classroom.
20	0	20	2. Lack of in-service for teachers and overworked.
2	1	1	3. Admin. policy—pupils only moved at year end.
1	0	1	4. Pace at end of unit only.

7. Continued

It might be noted that 41/42 responses for number one (mixed years in one classroom) came from non-urban jurisdictions.

8. How many schools in your jurisdiction reported that they did provide for movement to new groups? SEE "STUDY GUIDE" No. 6.

Province	**Urban**	**Non-Urban**
598 schools	189 schools	409 schools
74% of 807 schools	92% of 205 schools	68% of 602 schools

9. Of these schools (No. 8 above), approximately what percentage of the total enrolment of Divisions I and II pupils were moved to a different group in their Div. during the 1966-67 school year in your jurisdiction? SEE "STUDY GUIDE" No. 7(a).

MOVEMENT OF PUPILS TO DIFFERENT GROUPS	Division I and II
From decelerated to average.	
From average to accelerated.	
From accelerated to average.	
From average to decelerated.	

9.

Division I & II Enrolment 1966-67
Movement of Pupils to Different Groups
Percentage of Enrolment Moved

	Total	Decel. to Average	Average to Accel.	Accel. to Average	Average to Decel.
URBAN 51,637 Total Enrolment	9.24%	2.78%	1.74%	.52%	4.20%
NON-URBAN 76,493 Total Enrolment	6.7%	1.8%	.8%	.2%	3.9%
PROVINCIAL Average Figures 128,130 Total Enrolment	7.97%	2.29%	1.27%	.36%	4.05%

When examining this summary of movement between groups in the urban and non-urban jurisdictions, the urban percentage of 9.24 compared with 6.7% for non-urban could probably have been anticipated. What is surprising is that the movement in urban jurisdictions was only 9.24% of the total enrolment. Is there sometimes an innate desire on the part of teachers and

9. Continued

principals to categorize a pupil and to leave him in that category for some time without trying to facilitate movement to another group better suited to his learning ability at that time? It is regrettable that there was no question in the original "Self-Evaluation Study Guide" regarding the arrangement or placement of students in classrooms in schools; consequently the percentage of classrooms which have multiple levels in one classroom, or "multiple grades" as it was so often referred to in the responses, is unknown.

There appear to be considerable implications from the results of question number nine for the Department, not only in conducting in-service programs for teachers and superintendents, but in the basic curriculum revision of Divisions I and II which curriculum committees commenced in the fall of 1968.

10. By what means do you determine a child's readiness to move into the work of a new unit in your jurisdiction? Please **indicate the number of schools** in your jurisdiction using any that you check below. SEE "STUDY GUIDE" No. 21.

PROVINCE		URBAN		NON-URBAN		
Number of Schools	% of schools reporting	Number of Schools	% of schools reporting	Number of Schools	% of schools reporting	
714	88%	195	95%	519	86%	.....Teacher observations
397	49%	133	65%	264	44%	.....Diagnostic tests
681	84%	163	79%	513	86%	.....Unit end tests
715	89%	198	97%	517	86%	.....Teacher made tests
517	64%	167	81%	350	58%	.....Standardized achievement tests
VERY FEW RESPONSES—NOT CODED						.....Other evaluative materials (specify)

From the results it would appear that teachers might make more use of standardized achievement and diagnostic tests to assist them in making decisions about the pupils readiness to proceed

10. Continued

to new work. These tests will measure elements additional to fact, information and knowledge of processes and will assist in identifying strengths and weaknesses requiring special attention. In general teachers have insufficient competence in the preparation of valid and reliable teacher-made tests and lack of training and experience in the use of more sophisticated measuring devices and techniques.

The observation might also be made that there has been no attempt to establish a criterion level in assessing a child's readiness to move. Perhaps the Departmental policy on this that "a child should be able to profit from the next unit of work" before being moved to a new unit of instruction should be more explicit in this regard. The implications seem to point to the need to establish norms in Saskatchewan now that the Division system is more fully operative. Standardized achievement tests in the skill subject areas would assist the teacher in establishing criteria of "readiness" by comparing pupil scores with provincial norms.

Bearing in mind the results in question number five which indicated a 100% response that the teacher is the prime determinant in a child's readiness to move to a new group, the question might be asked whether or not reliance on teacher judgement in fulfilling this responsibility has been overemphasized. The results indicated that this appeared to be the case and pointed to a need to supplement the teacher's responsibility with pre-service and in-service training programs. The question can be raised whether a teacher with one year or two years training is competent to make this decision, when we are now aware that the teacher is the prime determinant in pacing. While it is recognized that there are various ways of evaluating a child's readiness to proceed, there still appears to be a need for teachers to acquire more experience in test construction in addition to the traditional methods of testing.

It might also be the responsibility of the Department to institute experimental projects in developing appropriate teacher-made tests related to the Saskatchewan curriculum.

1. If unit end tests are used, by whom are they prepared? Please **indicate the number of schools** using 1) or 2); also stipulate if 3) is used in your jurisdiction. SEE "STUDY GUIDE" No. 22.

1) The classroom teacher.....

2) The school staff.....

3) A committee of the school juris.....

11.

PROVINCE		URBAN		NON-URBAN		
Number of Schools	% of schools reporting	Number of Schools	% of schools reporting	Number of Schools	% of schools reporting	
713	88%	187	91%	526	87%	The classroom teacher.
92	11%	36	18%	56	9%	The school staff.
41	5%	8	4%	33	5%	A committee of the school jurisdiction.

The results indicated that the unit-wide test is not nearly so prevalent as some have claimed it to be since, only 5% of the 807 schools reporting claimed to be constructing the unit-end test through a committee of the school jurisdiction.

It should be recalled that the original document of implementation in 1964 stressed the elimination of grades. The implication was that if a school departed in any way from the grade form of organization or structure it had taken the initial step which led to nongrading. However, while the nongraded plan elsewhere has been applied solely on the basis of a unit or level system, the attempt in Saskatchewan has been to move to a truly continuous progress plan away from progress by units only. The use of units has been adopted as a device to permit a variation in the rate of progress, and theoretically the practice should be that pupils start in September where they left off in June. At the same time, the unit of work and the unit-end test should be considered an essential stage in an evolution towards combining nongrading and continuous progress into the sort of a plan which is being aimed for in Saskatchewan. The problems in relation to the plan still seem to be—do all individuals move **with** a group (streaming), **within** a group, or **from** one streaming group **to** another during the school year? The question might also be raised—is it still necessary to retain the unit of work as a means of gauging pupil progress?

12. Has implementation of nongrading led to more testing and diagnosis of test results in your school jurisdiction? Please comment.

.....

.....

Responses coded opposite

12.

Province		Urban		Non-Urban		
No. of Juris. Replies	% of 77 Juris-dictions	No. of Juris. Replies	% of 17 Juris-dictions	No. of Juris. Replies	% of 60 Juris-dictions	
52	67%	8	47%	44	73%	1. More testing after C.P.P.
53	69%	10	58%	43	71%	2. More diagnosis of tests after C.P.P.
6	8%	2	11%	4	6%	3. More testing, but **not** due to nongrading.
7	9%	2	11%	5	8%	4. More diagnosis, but **not** due to nongrading.
12	15%	4	23%	8	13%	5. Same as before—no changes.

It would appear from these results that those jurisdictions which indicated that the testing and diagnosis were **not** attributable to the implementation of the nongraded plan may have missed the implication of implementing nongrading. It is interesting to note that the non-urban jurisdictions reported more testing and more diagnosis as a result of the plan in comparison to the urban jurisdictions whose responses were significantly lower percentages. However, it is recognized that the urban areas may not have experienced this increase as sharply since they had already conducted more tests and diagnosis due to the centralization of more specialist personnel in the urban jurisdictions. Consequently, they have also indicated that there was more testing and diagnosis but that this was not directly attributable to the plan. Twenty-three per cent of the urban jurisdictions responding claimed that their testing and diagnosis was the same as before the plan was implemented officially. The conclusion from this may also be that these urban jurisdictions have not moved in the direction of implementing the plan.

Generally there seems to be an indication of more testing; but this is not significant unless the quality of the testing has improved proportionately. Stress must be placed on the quality of the tests in any in-service programs which might be conducted in the future.

13. In your jurisdiction, are any provisions made for the placing of pupils who cannot profit from instruction within the framework of the Division plan? Please complete the following table; if you check "YES", please indicate the number of students involved. SEE "STUDY GUIDE" No. 10.

	YES	NO	No. of Pupils Jan. 68 Figures
Full placement in a special class for exceptional children.			
Part-time placement for remedial instruction.			
Pupils are excluded from school.			

13.

PROVINCE			
No. & % of 77 Jurisdictions		No. of Pupils Jan. 1968 Figs.	
YES	NO		
58=75%	19=25%	1,730	Full Placement
61=79%	16=21%	2,929	Part-time Placement
26=34%	51=66%	77	Pupils Excluded

URBAN			NON-URBAN		
No. & % of 17 Jurisdictions		No. of Pupils Jan. 1968 Figs.	No. & % of 60 Jurisdictions		No. of Pupils Jan. 1968 Figs.
YES	NO		YES	NO	
16=94%	1=5%	1,163	42=70%	18=30%	567 Full Placement
12=70%	5=29%	1,089	49=81%	11=18%	1,840 Part-time Placement
3=17%	14=82%	8	23=38%	37=61%	69 Pupils Excluded

13. Continued

These figures reflect the current practices in remedial work. However, in totalling the provincial results for the children in all three categories of placement (4,736), this only accounts for 4% of the total provincial enrolment in Divisions I and II. In relating this to the recent study conducted by the Saskatchewan Commission on Emotional and Learning Disorders in Children,[1] the figures of that survey indicate an incidence of multiple handicaps in children of this age group level in the province to be slightly in excess of 10%. Consequently the services of school systems to children with these needs are inadequate by a factor of 6% or higher.

It was the opinion of personnel in the Guidance and Special Education Branch of the Department that the total figure of 77 pupils excluded from school in Divisions I and II was conservative, although there are no comprehensive data available on this at the present time. The reported figure of seventy-seven (77) pupils is only an average of one child per jurisdiction reporting, and it was the opinion of personnel in that branch that administrators might not be aware of many cases in the school jurisdiction where children are simply left at home and are not being cared for through any type of program by the school or by provincial agencies.

14. What percentage of children now take an "extra" year or more to complete a Division? Please give figures based on enrolment in each Division as given in No. 4 above. THIS IS A NEW QUESTION AND IS NOT RELATED TO THE DATA IN THE "GUIDES" ON "FAILURE" WHICH WILL BE REFERRED TO LATER.

	No. Taking an Extra Year to Complete Division	Percentage of Enrolment
Division I		
Division II		

14.

Province		Urban		Non-Urban		
1967-68 No. Taking An Extra Year	% of Total Enrolment	1967-68 No. Taking An Extra Year	% of Total Enrolment	1967-68 No. Taking An Extra Year	% of Total Enrolment	
5,834		2,339		3,595		Division I
3,730		1,480		2,250		Division II
9,564	7.46%	3,719	7.20%	5,845	7.64%	

The average of 7% taking an extra year to complete either of the two Divisions appears to square with the percentage in decelerated groups indicated in Tables II to VII which are based on question three. However, a study of children's learning ability levels would probably indicate

[1] See **Report** of the Commission, 1968.

14. Continued

that the number who should be decelerated would be about 15%, while these results were only at 7%. Even adding these figures to the number of those who have been "failed", a 15% total distribution was not reached. It is recognized that decelerates are probably being carried along with the average class with no specialist instruction for their benefit. Also social promotion by chronological age may be a contributing factor to the low 7%, but there are no figures on the incidence of this in the school system to support this argument.

5. Are the percentages listed in No. 14 above comparable to the percentage of pupils who formerly failed in grades 1-3 and in grades 4-6 before the introduction of Divisions I and II? Please comment.

.....

Responses coded opposite

15.

Province		Urban		Non-Urban		
No. of Juris. Replies	% of 77 Juris-dictions	No. of Juris. Replies	% of 17 Juris-dictions	No. of Juris. Replies	% of 60 Juris-dictions	
31	40%	8	47%	23	38%	1. Percentages are comparable.
13	17%	6	35%	7	11%	2. Percentages under C.P.P. are **lower.**
27	35%	3	17%	24	40%	3. Higher % are retained for "extra" than had been **failed** previously.

Although the results indicated that 40% of the jurisdictions were of the opinion that the **percentages were comparable** in the number that were failed previously in grades 1, 2, 3, and 4, 5, 6, there were also 35% of the responses which said that there was now a **higher percentage** being retained for an "extra" year than had been failed previously. However, in comparing this to results in number 14 where only 7% of the total enrolment was reported as taking an "extra" year, this did not square with earlier indications that there were higher than 7% being failed previous to implementation of the plan. The question arises whether there were less than 7% failing prior to implementation of the plan? It is recalled that an early concern of the Department was that a significantly higher number was required to repeat an entire year's work; this reason alone added considerable support to arguments for implementing the plan in Saskatchewan.

16. In the opinion of your committee, has the level at which pupils are retained or advanced in the nongraded plan remained comparable to the rate of failure or skipping of pupils under the graded plan? Please comment.

.....

Responses coded opposite

16.

Province		Urban		Non-Urban		
No. of Juris. Replies	% of 77 Juris-dictions	No. of Juris. Replies	% of 17 Juris-dictions	No. of Juris. Replies	% of 60 Juris-dictions	
39	44%	8	47%	31	51%	1. **No,** not comparable.
26	34%	6	35%	20	33%	2. **Yes,** they are still comparable.
2	1%	1	5%	1	½%	3. Acceleration and skipping are comparable.
34	44%	7	41%	27	45%	4. Fewer were failed than are being decelerated.
21	27%	4	23%	17	28%	5. Fewer were skipped than are accelerated.
2	2%	1	5%	1	½%	6. Heavy enrolments prevent grouping.
1	½%	0	0%	1	½%	7. Old grade system better.

Item number one above with the response (**no,** not comparable) can be linked with items four and five which suggested that there were more pupils being decelerated and accelerated than were previously failed or skipped. It is interesting to note that the three jurisdictions which were later surveyed regarding this question particularly, supported these ideas to a certain extent. That is, acceleration was slightly less than 1% in some cases while the general results indicated only 7% in deceleration. Consequently, although the opinions of Local Evaluation Committees suggested more deceleration under the plan, the actual results of the study only supported this to a factor of 7%. Based on this figure, the rates of progress under the previous and present systems appear to be comparable, and not in support of general committee **opinion** which stated that they were generally **not** comparable.

B. Achievement

17. In your opinion, has there been an improvement in achievement in the basic skill subjects in your school jurisdiction in the last four years?

.....YES, definitely

.....NO, definitely

.....Slight improvement

.....No observable improvements

17.

Province		Urban		Non-Urban		
No. of Juris. Replies	% of 77 Juris-dictions	No. of Juris. Replies	% of 17 Juris-dictions	No. of Juris. Replies	% of 60 Juris-dictions	
27	35%	6	35%	21	35%	YES, definitely
0	0%	0	0%	0	0%	NO, definitely
49	63%	10	58%	39	65%	Slight improvement
0	0%	0	0%	0	0%	No observable improvements

Although 63% of provincial replies indicated that there had been a "slight improvement" in the basic skill subjects in the past four years, a higher percentage result might have been anticipated had not there been a considerable amount of revision in course content carried out simultaneously by the Curriculum Branch during these early years of implementation.

18. If answer "YES" or "SLIGHT IMPROVEMENT" were checked in No. 17 above, was the improvement a result of the implementation of the nongraded plan?

.....YES

.....NO

.....Partly

.....Others (Please specify).....

.....

18.

Province		Urban		Non-Urban		
No. of Juris. Replies	% of 77 Juris-dictions	No. of Juris. Replies	% of 17 Juris-dictions	No. of Juris. Replies	% of 60 Juris-dictions	
22	28%	6	35%	21	35%	YES
5	6%	0	0%	0	0%	NO
49	63%	10	58%	39	65%	PARTLY
NO RESPONSES HERE						OTHERS (please specify)

19. If answers "YES" or "PARTLY" were checked in No. 18 above, where has the improvement in achievement taken place. SEE "STUDY GUIDE" No. 27.

	Reading		Arithmetic		Language	
	YES	NO	YES	NO	YES	NO
Div. I						
Div. II						

18. Continued

The combination of figures for those who indicated that improvement in basic skill subjects was directly (28%) or partly (63%) attributable to the implementation of the nongraded plan add up to a 91% response. It would appear from this that the consensus was that the plan had in fact made a contribution in this regard. The question which suggests itself is—what are the other contributing factors which would lead to further improvement in achievement in basic skill subjects? Two of the more important contributing factors might be:

1. More qualified teachers in the elementary divisions.
2. Changes in course content for Divisions I and II.

19.

	Province					
	Number of Replies out of 77					
	Reading		Arithmetic		Language	
	YES	NO	YES	NO	YES	NO
Division I	72	2	62	12	50	24
Division II	60	12	54	18	39	33

	Urban						Non-Urban					
	Number of Replies out of 17						Number of Replies out of 60					
	Reading		Arithmetic		Language		Reading		Arithmetic		Language	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Division I	16	1	13	4	13	4	54	3	49	8	37	20
Division II	13	4	12	5	9	8	47	9	43	13	31	25

19. Continued

In examining the provincial results of improvement in basic skills in b th divisions, it is noted that responses were decisively positive, particularly in Division I, and II. The response regarding language skill improvement in Division II wa ss decisive in Division to 33 (No). The reason for this might be that there has not been much re indecisive at 39 (Yes) text which has been used for years in Division II language. There was rd for the composition add that the experience of certain superintendents has been that teac ome documentation to like using these books since they are essentially grammar, rather than cre ers do not particularly It might also be explained that since Division I had been implemented f tive writing text books. this division are probably more decisive due to a longer time factor. Div t, the results regarding to get "off the ground" and this may have contributed to the indecisive sion II has had less time this question. The responses which indicated that there has been an im sponses related to it in both divisions may possibly be due to the recent emphasis on reading i rovement in reading in provement programs.

The responses to this question reinforce the introductory stateme plan; that is a change in organization does not necessarily bring ts made regarding the facilitates the plan. What should be borne in mind is that organization, in the plan—it merely on the part of educators, is what will facilitate implementation of the pl us a change of attitude Saskatchewan. to a greater degree in

Are any pupils in Divisions I and II in your jurisdiction presently being required to **repeat an entire year's work?** Please state the number of schools indicating either answer. SEE "STUDY GUIDE" No. 15.

	NUMBER OF SCHOOL REPLIES
S	
O	

20.

Province		Urban		Non-Urban	
Total No. of School Replies	% of 807 Schools	Total No. of School Replies	% of 205 Schools	Total No. of School Replies	% o 60 Scho ls
466	58%	121	59%	345	57%
315	39%	83	41%	232	39%

YES
NO

While an indication by 58% of the schools that some pupils wer **entire year's work** appeared to be significantly high, the results in the follo the number of pupils involved was not comparatively significant. required to **repeat an** wing question regarding

f the answer in No. 20 is "YES", how nany pupils in your school jurisdiction nave been required to do so? SEE "STUDY GUIDE" No. 16.

. . . . . Number of pupils.

. . . . . Indicate percentage of total enrol. of Div. I and II as given in No. 4 above.

Please add any comments or explanations. Responses coded opposite

21.

Province	Urban	Non-Urban	
2264	470	1794	Number of pupils
1.77%	.91%	2.35%	Percentage of total enrolment of Division I and II as given in No. 4 above.
NUMBER OF JURISDICTIONS REPLYING			COMMENTS OR EXPLANATIONS
13	0	13	1. Some pupils cannot cope with decelerated pace.
15	3	12	2. Poor attendance.
7	0	7	3. Sickness.
21	9	12	4. Intra/inter prov. migration-student not ready for placement.
7	3	4	5. No C.P.P. between Division II and Division III
41	10	31	6. Some need a long readiness program—lack maturity.
11	0	11	7. Multigraded or large class enrolments prevent streaming.
3	2	1	8. Refusal to accept special class placement.
12	4	8	9. Lack of special classes.

The total provincial figure of 2,264 repeating in 1967-68 averaged about three pupils per school. The reporting of a total of 470 pupils failing in the urban jurisdictions would appear to be excessive since there are far more facilities and specialist personnel to overcome the necessity of having a child repeat work, as opposed to the non-urban jurisdictions where it is more difficult to give individualized or special instruction to pupils.

21. Continued

In examining the reasons given for pupils repeating a year's work, the following observations were made:

1. **Can't Cope with Deceleration**—Finding this listed as a reason for children being required to repeat work is a strong indication of the need for special classes. If recent data[1] on the incidence of multiple handicaps in school age population are considered, then "failing" certain children may be primarily due to lack of special classes for the decelerated groups, rather than the pupils being unable to "cope with deceleration".
2. **Poor Attendance**—While migratory families undoubtedly facilitate poor attendance consistently, it is suggested that these are often the children who need a better image of themselves and that constant grade failure does not do anything to help them in this regard. It would appear from the results in this question that teachers are still not prepared to let children work at their own pace. If pupils do not "fit" and cannot keep pace with the class as a whole, should they be doomed to failure? Several jurisdictions documented poor attendance as being a pressing problem, particularly in areas where Indian families move from one tribe to another at certain times in the year. It was also noted that in the spring the problem is particularly acute, since teachers are faced with placing the children at a suitable level for instruction after they have been absent from school for several months.
3. **Sickness.**
4. **Student migration**—This is not considered to be a valid reason at the elementary level. In the first six years of school, curriculum differences are very minimal from province to province and from system to system. Do some school systems set a policy which states that children coming from another province or particular jurisdiction are automatically decelerated or required to repeat work, rather than educators spending time with the child to find him suitable placement within the new system?

   This problem suggests the possibility of making the reporting of transfers a little more sophisticated at least within the province. It is important to stress the essential of keeping adequate records so that a pupil when moving to a new school system could be more adequately assessed on the basis of his previous record. It was acknowledged that the kind of standard in one area regarding achievement and performance differs from another area even within the province. In considering the discrepancies or the reasons for them, it is suggested that the validity and reliability of test construction and the subjective judgment of the teacher only were acceptable reasons for the discrepancies between systems. Because of teachers having different ideas of standards regarding the nongraded plan, the need is demonstrated that teachers be better prepared in testing and evaluation.
5. **No continuous progress between Divisions II and III**

[1]**Report** of Saskatchewan Commission on Emotional and Learning Disorders in Children. **op. cit.**

21. Continued

6. **Lack of Maturity—need long readiness program**—The question is raised whether it was possible to give a readiness program through repetition? It would appear that the long readiness program seems to automatically suggest decelerated classes at the early level as opposed to children repeating the same work several times. It may be suggested that in too many places there is a lack of instructional materials and that, if a child has not mastered the skills at a certain level, there is nothing else to consider other than complete repetition of the work. However, this type of activity still being practised suggests not only a failure of the teacher, but even more decisively, a failure of the system.
7. **Multi-grade classes prevent Streaming**—It is suggested that this argument could only stand part way, since large class enrolments should be conducive to streaming, as opposed to having a small number of pupils at each level in a classroom. One could agree that low enrolment creates problems in establishing groups, but the question appears to hinge on whether one pupil constitutes a group or whether this is simply giving individualized instruction to a pupil within a group.

An examination of the above reasons leads to considerations regarding refinements of the provincial plan. Perhaps elimination of the terms acceleration, average and deceleration and a new stress on continuous progress and Individualized Prescription for Instruction (I.P.I.) should be adopted and advocated; perhaps it is time to emphasize that a certain number of units completed per year is no longer as important as looking after the individual needs of children. Is it time to make the group less important and the individual more important?

It is concluded that some of the reasons for pupils repeating may be acceptable in part, but other reasons must be questioned since they indicated a lack of understanding of the philosophy of the plan itself.

22. Have any pupils in Division I and II been allowed to **skip a year's work** in order to be placed at the level at which they are presently working? Please state the number of schools indicating either answer. SEE "STUDY GUIDE" No. 17.

	Province		Urban		Non-Urban		
	No. of School Replies	% of 77 Juris-dictions	No. of School Replies	% of 17 Juris-dictions	No. of School Replies	% of 60 Juris-dictions	
YES	74	9%	35	17%	39	6%	YES
NO	686	85%	160	78%	526	87%	NO

	NUMBER OF SCHOOL REPLIES
YES	
NO	

23. If the answer checked in No. 22 is "YES", how many pupils in your school jurisdiction have been allowed to do so? SEE "STUDY GUIDE" No. 18.

.....Number of pupils.

.....State this total as a percentage of total enrolment of Division I and II as given in No. 4 above.

Please add any comments or explanations.

.....

23.

Province	Urban	Non-Urban	
134	91	43	Number of pupils.
.10%	.18%	.06%	Percentage of total enrol. of Div. I & II as given in No. 4 above.
NUMBER OF JURISDICTIONS REPLYING			COMMENTS OR EXPLANATIONS
12	3	9	1. Child was too advanced for year one, Division I.
1	0	1	2. Use enrichment instead of acceleration or skipping.
1	1	0	3. Students were inadvertently placed this way in earlier years.
1	0	1	4. System is not yet on complete acceleration.

In noting that 134 pupils skipped in order to be placed for instruction in the 1967-68 school year, this raises the question of admission policies. Children are now more sophisticated on arrival at school due to exposure to television and other communications media, as well as pre-school programs in certain school jurisdictions. This is particularly demonstrated in urban jurisdictions where it was noted that these children were advanced beyond year one in Division I when they enrolled in the first year of school. Pre-school programs in these jurisdictions are more prevalent than elsewhere, and may be a contributing factor in this case. The fact that there were children being skipped instead of accelerated demonstrates the need to assist children by providing them with enrichment programs, along with the means of using these materials. The "Enrichment Manual" prepared by the Department of Education in 1965 may have been a partial answer in assisting teachers, but this was in no way a complete answer. Skill in handling pupils of higher ability levels must be acquired in teacher preparation programs.

24. Please state the number of school replies in your jurisdiction indicating that the non-graded plan enables teachers to challenge bright students more effectively. SEE "STUDY GUIDE" No. 19.

.....

25. Of those school returns indicating that teachers have been able to achieve the claimed advantage of challenging bright students more effectively, indicate the type of activity which has been most challenging to bright students in order of greatest influence, beginning with number 1,2,3, etc., beside any of the following that apply. SEE "STUDY GUIDE" No. 20(a).

.....Enriched course content.

.....Independent investigation of special interests

.....Development of leadership potential.

.....Special courses.

.....Provision of opportunities for creativity.

.....Others (specify).

24.

Province		Urban		Non-Urban	
No. of Schools Reporting	% of 807 Schools	No. of Schools Reporting	% of 205 Schools	No. of Schools Reporting	% of 602 Schools
530	66%	144	70%	386	64%

25.

Province		Urban		Non-Urban		
Replies	Ranking	Replies	Ranking	Replies	Ranking	
61	1	13	1	48	1	Enriched course content.
38	2	8	2	30	2	Independent investigation of special interests.
37	2	7	3	31	2	Development of leadership potential.
29	3	7	3	22	3	Special courses.
38	2	7	3	32	2	Provision of opportunities for creativity.
NO OTHER RESPONSES						Others (specify).

It is significant that in all three categories, the responses were ranked in the same order of enriched course content, independent investigation and creativity.

26. Of those schools indicating that bright students have not been challenged, why has the nongraded plan proven ineffective in this respect? SEE "STUDY GUIDE" No. 20(b).

Responses coded opposite

26.

Province		Urban		Non-Urban		
Replies	% of 77	Replies	% of 17	Replies	% of 60	
14	18%	1	5%	13	21%	1. La[illegible] trac[illegible]k of pre or in-service [illegible]ining for teachers.
5	6%	1	5%	4	6%	2. In[illegible] fac[illegible]dequate library [illegible]ilities.
6	8%	2	11%	4	6%	3. (In[illegible] rat[illegible]adequate) teacher-pupil [illegible]io.
9	12%	1	5%	8	13%	4. As[illegible] bu[illegible] effective as former plan, [illegible]t not more effective.
28	36%	6	35%	22	36%	5. To[illegible] a [illegible]o many groups or grades in [illegible]lassroom.
33	43%	5	29%	28	46%	6. La[illegible] fac[illegible]k of resource materials and [illegible]ilities.
20	26%	7	41%	13	21%	7. Te[illegible] lea[illegible]chers concentrate on slow tim[illegible]rners; teachers have less [illegible]e for enrichment.
36	47%	10	58%	26	43%	8. En[illegible] [illegible]olments too large (teacher [illegible]limited).
1	1%	1	5%	0	0%	9. Curri[illegible] [illegible]iculum too rigid.

It is interesting that the highest percentage response was for item [illegible] (teacher time limited)", the breakdown being 58% of urban returns [illegible] responding. The proportionately high response of urbans indicating th[illegible] 8, "enrolments too large [illegible] and 43% of non-urbans [illegible]hat the enrolments were

26. Continued

too large does not seem valid since the special facilities available in urban jurisdictions are proportionately high as well. Also noted is that both urban and non-urban returns scored 35% of their response opposite item 5 "too many groups or grades in a classroom". The suggestion that there was a greater concentration on slow learners (item 7) and consequently less time for acceleration was supported in Tables II to VII where there was a higher percentage of deceleration in the urban systems. These results squared with 41% of urban and 21% of non-urban returns indicating a need to concentrate on slow learners.

Again there was reference to the lack of pre-service or in-service for teachers regarding effective implementation of the plan. In fact the responses continually referred to the teacher as the central determinant of implementation and the need for in-service programs to assist him with this responsibility. It was suggested in replies that an imaginative teacher will provide a good educational environment regardless of the facilities available. There was also indication in several replies that teachers coming into jurisdictions do not always enquire regarding what facilities are available such as libraries, etc. (There is documentation in the School Libraries Branch to support the fact that boards do not always spend the money allocated for books since teachers do not place orders to cover the amounts set aside. However, there has been a steady increase in the number of libraries and these expenditures have increased).

The lack of in-service programs has considerable implications for superintendents as well as for teacher certification, since teachers respond more readily to a program which will allow them university credit before agreeing to enroll or expressing an interest in the in-service program. The teacher salary classification board may in fact have some effects on this if it recognizes classes other than those for university credit.

27. If Division I and II pupils are encouraged to work independently on problems selected by them, indicate where such independent study is carried out in your schools. Please **indicate the number of schools** in your area indicating the use of any of the following: SEE "STUDY GUIDE" No. 14(a).

.....Classroom

.....Library

.....Laboratory

.....Home

.....Field Study

.....Others (specify).....

.....

27.

Province		Urban		Non-Urban		
School Replies	% of 807 Reporting	School Replies	% of 205 Reporting	School Replies	% of 602 Reporting	
671	83%	186	90%	485	80%	Classroom.
473	58%	146	71%	327	54%	Library.
37	4%	14	6%	23	3%	Laboratory.
596	73%	173	84%	423	70%	Home
340	42%	99	48%	241	40%	Field Study.
NUMBER OF JURISDICTION REPLIES						Others (coded below).
4		3		1		1. City regional library.
3		2		1		2. Regional library.
1		0		1		3. Other personnel.
1		1		0		4. Instruct resource centre.
1		0		1		5. Speech program.

The provincial response to the area of children being encouraged to work independently in the "home" seems excessively high at 73%; this was averaged from a response of urban (84%) and non-urban (70%) returns. It is suggested that the urban response for "home" was particularly high since children had the availability of book trailers, the public library, museums and other facilities which may not have been considered "field study". The response opposite "library" of urban returns at 71% and non-urban returns at 54% seems to be borne out by actual facts in relation to existing library facilities at this time.

28. In relation to the stated advantage that the nongraded plan provides **all** children with opportunities for some measure of success, what is the consensus of your committee regarding this claimed advantage as it applies in your area? SEE "STUDY GUIDE" No. 28.

.....YES, definitely.

.....NO, definitely.

.....A slight improvement over the grade system.

.....Other reactions (specify).....

.....

.....

C. PUPIL ADJUSTMENT.

29. Have you observed any differences regarding the social, emotional and personal adjustment of children in nongraded classes? Please comment.

.....

27. Continued

From the responses to this question, it would appear that for a
independent study is associated with prescribed "home-work".

igh percentage of pupils,

28.

Province		Urban		Non-Urban	
Juris. Replies	% of 77 Juris-dictions	Juris. Replies	% of 17 Juris-dictions	Juris. Replies	% of 60 Juris-dictions
11	14%	2	11%	9	15%
0	0%	0	0%	0	0%
66	86%	15	88%	51	83%
NO OTHER RESPONSES					

YES, definitely.

NO, definitely.

A slight improvement over the grade system.

Other reactions.

The 86% provincial response that the nongraded plan was a "sl
grade system" in providing all children with an opportunity for succ
overly reassuring. Additionally, the 14% indicating "yes, definitel
appears to be somewhat low, considering it is four years since the nor
implemented with this as one of the five advantages claimed.

ght improvement over the
ss is encouraging but not
regarding this statement
graded plan was officially

29. The replies to this question were not coded for the computer since t
general and subjective to lend themselves readily to that type of an app

the responses were too
pplication.

0. Have children profited emotionally by the removal of the stigma of nonpromotion? Please comment.

.....

Responses coded opposite

30.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris-dictions	Juris. Replies	% of 17 Juris-dictions	Juris. Replies	% of 60 Juris-dictions	
48	62%	12	70%	36	60%	1. YES, stigma of June failure or non promotion lessened or removed.
27	35%	5	29%	22	36%	2. NO, stigma among decelerates still very prevalent.
3	3%	1	5%	2	3%	3. YES, largely due to change in parents attitude.
10	13%	2	11%	8	13%	4. Students don't have to work beyond their ability.
4	5%	1	5%	3	5%	5. Stigma of test failure still prevails.

The 35% provincial response indicating that the stigma of deceleration was still very prevalent would suggest that we are only just beginning to get the attitude needed as a result of implementation. Since only 62% stated that the stigma of June failure or non-promotion was lessened, the 35% negative response may still point particularly to the need for a careful look at the reporting system of schools to parents, as well as the permanent school records.

It might be suggested that the connotation of "failure" may become attached to pupils who are formally designated as decelerated, possibly grouped as such in the classroom, or assigned to classrooms in which pupils began school a year or so later. A system that permits mixing of ability groups frequently during the school day may obviate this problem.

31. Are there fewer or more disciplinary problems. Absences—reduction or increase? School morale—better or worse? Please comment.

.....

Responses coded opposite

31.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris-dictions	Juris. Replies	% of 17 Juris-dictions	Juris. Replies	% of 60 Juris-dictions	
28	36%	7	41%	21	35%	1. No significant difference.
31	40%	8	47%	23	38%	2. Fewer disciplinary problems.
23	30%	6	35%	17	28%	3. Absences—no observable change.
3	4%	1	5%	2	3%	4. Morale—depends on teacher, not system.
16	21%	3	17%	13	21%	5. Morale—some improvement.
12	15%	2	11%	10	16%	6. **All** have improved.
9	11%	3	17%	6	10%	7. Morale—no consensus or no notable difference.

It is suggested that the provincial response of 40% indicating that there were "fewer disciplinary problems" should be a higher percentage in all areas. If the plan is in fact providing all children with a measure of success this must have significant effects on individuals and should surely result in a reduction of disciplinary problems.

Since school attendance at the Division I and II level is not a significant problem, the response that there had been "no observable change" in attendance was anticipated.

. PROGRAM ORGANIZATION

2. In what ways has there been a change in school organizational procedures resulting from the Division system? Rank greatest changes which occurred by number 1,2,3, etc. beside those which apply. SEE "STUDY GUIDE" No. 29.

..... More group planning.

..... Different emphasis in in-service programs.

..... Team teaching.

..... Reporting to parents.

..... Cycling (teacher stays with class for a period of 2-3 years).

..... More departmentalized teaching.

..... Record keeping.

..... Teacher-pupil ratios.

..... Introduction of Kindergarten.

..... More opportunity for independent study.

..... Others (specify).....

.....

32.

Province		Urban		Non-Urban		
Highest No. of Replies	Ranking	Highest No. of Replies	Ranking	Highest No. of Replies	Ranking	
14	3	13	1			More g roup planning.
14		6		8		Differen t emphasis in in-service programs.
3		1				Team te aching.
25	1	6	2	19		Reportin g to parents.
1		1				Cycling for a pe riod of 2-3 years). (teacher stays with class
1		1				More d teaching epartmentalized
11		3		8		Record keeping.
14		2		12		Teacher -pupil ratios.
4		1		3		Introduc tion of Kinderg arten.
18	2	3		15		More op portunity for indepen dent study.
NO OTHER RESPONSES						Others (pecify).

Because of inadequate response from the non-urban jurisdictions (approximately one-quarter responded) it was very difficult to arrive at a ranking as to whether there had been a change in school organizational procedures resulting from the Division system. Although the results were

32. Continued
indecisive there appeared to be a general consensus of agreement that the following areas of school organization were affected:
—more group planning
—reporting to parents
—more opportunity for independent study
—changes in recordkeeping
—different emphasis in in-service programs.

33. Has there been any notable increase in the amount and the effectiveness of staff activity in fundamental curriculum revision?

YES..... NO.....

Please qualify "YES" by citing any specific activities.

.....
Coded opposite

33.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris-dictions	Juris. Replies	% of 17 Juris-dictions	Juris. Replies	% of 60 Juris-dictions	
33	43%	8	47%	25	41%	YES
42	54%	9	52%	33	55%	NO
SPECIAL ACTIVITIES						
13	17%	4	23%	9	15%	1. Experiments in reading.
9	11%	3	17%	6	10%	2. Experiments in science and math.
2	2%	1	5%	1	1%	3. Team teaching.
20	26%	4	23%	16	26%	4. General adjustment of curriculum to meet individual needs.
2	2%	0	0%	2	3%	5. Greater demand for in-service & university courses.

33. Continued

Because the provincial results were 43% positive and 54% negative regarding the amount and effectiveness of staff activity in fundamental curriculum revision, it is contended that using a statistical measurement on the difference would probably prove that there was no significant difference following implementation of the plan. A restatement of this question might have produced a more decisive response if it had been worded regarding the "modification of the curriculum". At the same time, since there was a 54% negative response, the question is raised whether this implies that the teachers were satisfied with the present curriculum and had no desire to engage in fundamental revision. Is it too much to expect that teachers, with preparation varying from one to four years, would become involved in curriculum revision? Do the pre-service and in-service programs need to give greater emphasis to curriculum revision?

It is recognized that implementation of the nongraded plan established an organizational device for ability grouping. However, teachers must be more receptive to the idea of teaching individuals within a group by varying course content to suit the needs of each pupil. It was also suggested by several jurisdiction returns that in the areas where supervisory assistants are employed there is more work being done in assisting teachers in modifying the curriculum to suit the needs of individual pupils. In fact the 54% negative response to this question may imply a deficiency in the number of supervisory assistants employed by school systems in this province.

II. PERSONNEL

34. Have teachers and principals critically examined their own practices and procedures as a result of the "Self-Evaluation Guide" and have they made some commitments to improvement and further implementation of the nongraded plan? Please comment.

YES.....NO.....PARTIALLY.....

.....

Comments coded opposite

34.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris-dictions	Juris. Replies	% of 17 Juris-dictions	Juris. Replies	% of 60 Juris-dictions	
35	45%	10	58%	25	41%	YES
4	5%	0	0%	4	6%	NO
37	48%	7	41%	30	50%	PARTIALLY
9	11%	2	11%	7	11%	1. In-service programs
12	15%	3	17%	9	15%	2. Teachers were individually stimulated rather than committed to group activity
3	4%	0	0%	3	5%	3. Commitment to bette testing and evaluatio
7	9%	2	11%	5	8%	4. Better attempts to group for acceleratio and deceleration
3	4%	0	0%	3	5%	5. Better use of instructional aids

There was a positive and comparatively high response to indicate that teachers and principal had critically examined their practices as a result of the "Self-Evaluation Study Guide" and ha made some commitments to further improvements in implementation of the nongraded plan However, it was the consensus of many jurisdictions that more teachers had been affected indi

34. continued

vidually by the "Study Guide" rather than collectively. As indicated in the responses above, the commitments to improvement ranged from re-emphasis on in-service programs to improved methods of evaluation, more grouping for acceleration and deceleration, as well as increased and better utilization of instructional materials.

35. To what extent do teachers in your school jurisdiction feel confident about their participation in the Continuous Progress Plan? Please complete the chart by checking the percentage relating to any of the "confidence levels" which, in your opinion, apply in your jurisdiction.

CONFIDENCE LEVEL	PERCENTAGE OF TOTAL NUMBER OF DIVISION I & II TEACHERS				
Teachers' Confidence in Participation	0-19%	20-39%	40-59%	60-79%	80-100%
Very Confident					
Quite Confident					
Uncertain					
Very Uncertain					

35. Unfortunately, it was difficult, if not impossible, to score the responses to this question. Consequently it was not coded for the computer. Ten Local Evaluation Committees from both urban and non-urban jurisdictions apparently could either not arrive at a consensus of opinion, or reported that sufficient data were not available for the "confidence level" to be reported. For these and other reasons stated by the committees, the questions were left blank with no percentages indicated.

The following tables were compiled from those returns which included a response to this question. However, the reader is cautioned that these tables have only been included to provide a graphic representation of the response to this question. In most cases, the jurisdiction response will be indicated by more than one "x" since the confidence level of teachers in a jurisdiction would range over several percentage distributions.

35. continued

URBAN Returns—Teacher Confidence Level

CONFIDENCE LEVEL	PERCENTAGE OF TOTAL NUMBER OF DIVISION I AND II TEACHERS				
Teacher's Confidence in Participation	0-19%	20-39%	40-59%	60-79%	80-100%
Very Confident	x	xxxx			
Quite Confident		xx	xxx	xxxxxxx	x
Uncertain	xxx	xxxxx	xx	x	
Very Uncertain	xx	x			

NON-URBAN Returns—Teacher Confidence Level

Very Confident	xxxxxx	xx	xxx	xxx	
Quite Confident	x	xxxxxx xxxxxx xxxx	xxxxxx xxxxxx xxxxx	xx	xx
Uncertain	xxxxxxx xxxx	xxxxxx xxx	xxxxxx xxxxxx xxxx	xxxxxx xxxx	xxx
Very Uncertain	xxxxxxx xxxxxxx	xxx	x		xx

35. continued

However crude this representation of the facts may be, what was evident was that a large number of teachers in Divisions I and II had a confidence level ranging from "uncertain" to "very uncertain". The reader is reminded that according to figures received from chairmen of Local Evaluation Committees, over 380 teachers participated in preparing the seventy-seven "Questionnaires" on which this study is based. Because of the large number of teachers whose confidence in having to teach in the Division system was lacking or non-existent, the suggestion that there are many teachers who apparently have not grasped the basic philosophy seems to point to the need for in-service programs throughout the province. In the non-urban areas alone, more than half the teachers really do not have any confidence in participating in the plan; in the three years in which it was official policy to implement the plan, it might be expected that the "confidence level" would have been higher than that indicated.

36. To what extent do teachers feel that their own work has become more effective as a result of adoption of the Continuous Progress Plan?

36.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris-dictions	Juris. Replies	% of 17 Juris-dictions	Juris. Replies	% of 60 Juris-dictions	
12	15%	2	11%	10	16%	Considerably more effective
53	68%	11	64%	42	70%	Slightly more effective
8	10%	3	17%	5	8%	No apparent difference
0	0%	0	0%	0	0%	Less effective

.....Considerably more effective

.....Slightly more effective

.....No apparent difference

.....Less effective

The provincial figure of 68% of the jurisdictions indicating that teachers felt their work was "slightly more effective" after implementation is justifiable considering the comparatively recent date of implementation of the nongraded plan in Saskatchewan. It may be that the 10% which stated that there was no apparent difference in effectiveness may have been in jurisdictions

36. continued

where the percentage of new teachers is fairly significant (note 17% response from urban jurisdictions). These teachers understandably would have no yardstick of measurement to compare whether they were more or less effective as a result of the plan since they have **only** taught in the nongraded plan. However the number of enquries from new teachers regarding information on the Division system would not appear to support this argument. The Department regularly receives requests for information on the plan from new teachers who presumably have been trained to instruct in a nongraded environment. What seems to be evident is that a working knowledge of the nongraded plan and practice teaching experience in nongraded classrooms is very limited in the teacher training programs.

37. Presumably teachers have had to change the organization and presentation of their work because of the implementation of the nongraded plan. The method by which they operate their classrooms, measure their effectiveness and conceive their professional role has presumably also changed. If any studies have been conducted in your jurisdiction on the way that the nongraded plan has affected **your** teachers, please attach them to the questionnaire return. Any additional comments on this question by your committee will also be appreciated.

37. There was a 100% **negative** response to this enquiry in all categories. Since the question was included in the "Questionnaire", a positive response, however small, must have been anticipated. It was apparently an incorrect assumption that certain jurisdictions would have undertaken studies on the effect of the plan on their teachers in methods of operation and effectiveness under the new system.

38. Has the reorganization of the school system into the nongraded continuous progress plan had special implications for trustees and administrators in your school jurisdiction? List these under the appropriate heading.

TRUSTEES:

1.....

2.....

3.....

4.....

5.....

Responses coded opposite

38.

Province		Urban		Non-Urban		TRUSTEES
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
39	51%	10	58%	29	48%	1. Have had to supply more instructional aids.
39	51%	5	29%	34	56%	2. School boards have made more money available for centralized buildings.
20	26%	7	41%	13	21%	3. Teacher-pupil ratio has lowered to a certain extent.
26	34%	8	47%	18	30%	4. Provision of special staff is more evident.
13	17%	2	11%	11	18%	5. Better libraries needed.
5	6%	1	5%	4	7%	6. More in-service programs.
4	5%	0	0%	4	7%	7. Better conveyance arrangements.
21	27%	5	29%	16	26%	8. More involved in school system and Division I and II philosophy.

ADMINISTRATORS:

1. . . . . .

2. . . . . .

3. . . . . .

4. . . . . .

5. . . . . .

Responses coded opposite

38. continued

Province		Urban		Non-Urban	
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.
62	80%	15	88%	47	78%
9	11%	3	17%	6	10%
23	30%	3	17%	20	33%
46	60%	10	58%	36	60%
21	27%	8	47%	13	21%
26	34%	6	35%	20	33%
5	6%	2	11%	3	5%

ADMINISTR

ATORS

1. Principals are maintaini
devoting more time to
administration of plan.
g better records and
implementation and

2. There has been more i
supervisory staff.
volvement by

3. Leadership in testing p
ogram needed.

4. Providing in-service
communication with te
aining and better
chers.

5. Greater parent contac
public relations have r
and generally better
sulted.

6. Principals assist in gro
closely involved with
remedial programs.
ping and are more
upils, evaluation and

7. Supply special materia

The suggestion that a lower pupil-teacher ratio is necessary seems to
in responses to many questions in this study. Since there were 71 trustees
Local Evaluation Committees, it might be interesting for the S.S.T.A. [1] to l
this question.
have been overstated
presented on the 77
k at the responses to

The response on implications for administrators was significantly high
greater number of principals involved on the committees. The number of prin
are maintaining **better** records leads to the question whether this means
as well. It was the consensus of the committee returns that there was pr
able on individual students in schools than at any time previously.
, perhaps due to the
ipals who apparently
more record keeping
ably more data avail-

[1] Saskatchewan School Trustees Association.

II. PARENTS

39. How has your school jurisdiction measured parent reaction to the non-graded plan? Rank by number in order of priority beginning with No. 1, 2, etc. beside any that apply.

..... Parent-teacher interviews

..... Parent study groups

..... Home and School Association meetings

..... Parent comments to administrators, and school board members

..... Others (specify).....

.....

39.

Province		Urban		Non-Urban		
Juris. Replies	Ranking	Juris. Replies	Ranking	Juris. Replies	Ranking	
69	1	16	1	53	1	Parent-teacher interviews.
12	4	5	4	7	4	Parent study groups.
38	2	10	2	28	2	Home and School Association meetings.
27	3	8	3	19	3	Parent comments to administrators, and school board members.
NO OTHER RESPONSES						Others (specify)

40. What has been the general attitude of parents to the nongraded plan in your jurisdiction

..... Most enthusiastic

..... Favourable

..... No marked difference

..... Opposed

..... Others (specify).....

.....

40.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
1	1%	1	5%	0	0%	Most enthusiastic
63	82%	14	82%	49	81%	Favourable
11	14%	1	5%	10	16%	No marked difference
0	0%	0	0%	0	0%	Opposed
NO OTHER RESPONSES						Others (specify)

40. Continued

There was a high percentage response to indicate that parental attitude to the plan in the province was favourable. Perhaps this response should be publicized throughout Saskatchewan in order to facilitate further implementation in jurisdictions where there is a hesitancy to fully implement this major educational change.

41. In your school jurisdiction what changes in reporting pupil progress have resulted from the introduction of the nongraded continuous progress plan? Rank by number as in No. 39 beside any that apply. SEE "STUDY GUIDE" No. 30.

..... Oral reporting (teacher-parent interview)
..... More information about pupils (better recordkeeping)
..... Fewer reports to parents
..... More reports to parents
..... More effective reports to parents
..... Changes in the form of written reports
..... Others (specify).....
.....

41.

Province		Urban		Non-Urban		
Juris. Replies	Ranking	Juris. Replies	Ranking	Juris. Replies	Ranking	
31	1	7	1	24	1	Oral reporting (teacher-parent interview)
22	3	4	2	19	2	More information about pupils (better recordkeeping)
7	5	1	4	5	6	Fewer reports to parents
18	4	2	3	16	4	More reports to parents
24	2	7	1	15	5	More effective reports to parents
19	4	1	4	17	3	Changes in the form of written reports
NO OTHER RESPONSES						Others (specify)

While there was identical ranking for "oral reporting (teacher-parent interview)" as the major change in reporting pupil progress to parents, along with "more information about pupils" which scored second, the other changes in reporting techniques were ranked differently in the urban and non-urban returns, suggesting a different emphasis on the methods of reporting to parents.

What has been the attitude of parents towards their child taking an "extra" year in the non-graded plan as opposed to repeating a year in the graded school? Please rank by number if more than one answer applies.

..... Parents have a better attitude to the extra year in nongrading.

..... Parents are dissatisfied when a fourth year is required to complete Div. work.

..... Parents pressure the teachers of low ability groups for more tutoring.

..... There is no observable change in attitude.

..... Parents will not accept their child as being a slow learner.

42.

Province		Urban		Non-Urban		
Juris. Replies	Ranking	Juris. Replies	Ranking	Juris. Replies	Ranking	
64	1	16	1	48	1	Parents have a better attitude to the extra year in nongrading.
7	4	2	4	2	4	Parents are dissatisfied when a fourth year is required to complete Division work.
21	2	7	2	14	2	Parents pressure the teachers of low ability groups for more tutoring.
3	5	1	5	1	5	There is no observable change in attitude.
12	3	3	3	9	3	Parents will not accept their child as being a slow learner.

43.

The identical ranking for the province, urban and non-urban responses suggests a high degree of consensus with respect to attitude of parents throughout the province.

Has there been any response by parents to the reduction of unreasonable pressure on below average children to compete with those of higher ability? Please rank by number if more than one answer applies.

- ..... YES, parents are appreciative that children can work at their own pace.
- ..... Parents feel their children are happier.
- ..... There is less pressure from parents to "pass" their child to the next level.
- ..... Parents have been dissatisfied by not knowing "where their child stands".
- ..... Parents are opposed to grouping of children of below-average ability for instruction.

43.

Province		Urban		Non-Urban		
Juris. Replies	Ranking	Juris. Replies	Ranking	Juris. Replies	Ranking	
47	1	12	1	35	1	YES, parents are appreciative that children can work at their own pace.
22	2	7	2	15	2	Parents feel their children are happier.
16	3	5	3	11	3	There is less pressure from parents to "pass" their child to the next level.
7	4	1	4	6	4	Parents have been dissatisfied by not knowing "where their child stands".
7	4	1	4	6	4	Parents are opposed to grouping of children of below-average ability for instruction.

Note identical ranking in all three categories.

4. What has been the response of parents of academically talented children being allowed to work at their own pace? Please rank by number if more than one answer applies.

.....Enthusiastic attitude.

.....Parents approve of higher ability classes as long as the child is not taken out of his age group.

.....Parents who know they have a bright child who is a high achiever want recognition on a competitive marking system.

V. CONSULTATIVE SERVICES AND INSTRUCTIONAL MATERIALS

5. Please tabulate the replies regarding the use of additional instructional materials. SEE "STUDY GUIDE" No. 23.

	NUMBER OF SCHOOL REPLIES
YES	
NO	

44.

Province		Urban		Non-Urban		
Juris. Replies	Ranking	Juris. Replies	Ranking	Juris. Replies	Ranking	
10	2	3	2	7	2	Enthusiastic attitude.
33	1	9	1	24	1	Parents approve of higher ability classes as long as the child is not taken out of his age group.
7	3	2	3	5	3	Parents who know they have a bright child who is a high achiever want recognition on a competitive marking system.

Note identical ranking in all three categories.

While many of the parental attitudes above which were scored highest were not startling, they provide a great deal of reassurance to educators faced with the decision of grouping children in various ability levels. Because the documentation has a province-wide base, this information lends a great deal of support to the plan.

45. The original question in the "Study Guide" on which the following tabulations were based was "In your school, are additional instructional materials used? .....YES .....NO." As may be noted, the percentage of positive response was very high.

Province		Urban		Non-Urban		
No. of School Replies	% of 807 Schools	No. of School Replies	% of 205 Schools	No. of School Replies	% of 602 Schools	
786	97%	196	96%	590	98%	YES
16	2%	1	49%	15	2%	NO

46. Of the schools indicating "YES" in No. 45 above, which of the following additional instructional materials are used? Please **indicate the number of schools** using any of the following. SEE "STUDY GUIDE" No. 24.

.....Workbooks

.....Parallel readers

.....Reading labs

.....Supplementary graded reading materials

.....Graded arithmetic workbooks

.....Others (specify).....

.....

Responses coded opposite

46.

Province		Urban		Non-Urban		
No. of School Replies	% of 807 Schools	No. of School Replies	% of 205 Schools	No. of School Replies	% of 602 Schools	
763	94%	194	94%	569	94%	Workbooks
701	86%	192	93%	569	84%	Parallel readers
385	47%	142	69%	243	40%	Reading labs
712	88%	193	94%	519	86%	Supplementary graded reading materials
492	61%	145	70%	347	57%	Graded arithmetic workbooks
NUMBER OF JURISDICTION REPLIES						Others (specify)
25		5		20		1. Television
29		4		25		2. Radio
52		15		37		3. Audio-Visual materials
1		0		1		4. Speciel tests (eg. comprehension)
3		1		2		5. Library materials

The instructional materials ranked are traditional items and the results imply a concentration on a very small selection of materials. However, it is interesting that 47% of all schools reporting stated that they used reading labs; this seems somewhat high, with the non-urbans reporting 40% and the urbans reporting 69% utilization. There were particular references made to the S.R.A reading labs by several jurisdictions. It was noted that the use of these has become known as the enrichment or the remedial reading program, according to the policy of individual schools.

47. What provision is made in your school jurisdiction for providing special help for children who encounter learning difficulties? SEE "STUDY GUIDE" No. 25.

.....Special program materials

.....Referral to specialists

.....Special consultants

.....Special clinics

.....Others (specify) or please comment.

.....

46. continued

The response by 52 jurisdictions which reported that they also used Audio-Visual materials is a good indication of the utilization of these instructional materials in the province.

47.

Province		Urban		Non-Urban		
Juris. Replies	Ranking	Juris. Replies	Ranking	Juris. Replies	Ranking	
71	1	16	1	55	1	Special program materials
66	2	15	2	51	2	Referral to specialists
47	3	13	3	34	3	Special consultants
38	4	10	4	28	4	Special clinics
14	5	2	5	12	5	Others (specify) or please comment.

Note identical ranking in all three categories responding.

This question was intended to identify special assistance to children who encountered learning difficulties and who were part of the school system in its regular form, as opposed to those children who could not profit from instruction within regular school class organization. The highest response by 71 jurisdictions regarding the use of special program materials was interpreted as a reflection of the use of parallel readers, in particular, as well as readers for different levels such as high interest and low vocabulary.

With 66 jurisdictions indicating referral to specialists, it was assumed that most of the Local Committees were referring to the educational psychologist in the health region in which their school system is located.

The use of special consultants, which was ranked third, would probably include personnel of varying degrees of preparation. In some school systems these people are classified as consultants simply because they spend a designated amount of time in a particular specialist area, whether or not they have been suitably prepared. It may be questioned whether the number of jurisdictions indicating this service (47) had available to them specialist consultants who were qualified by training and certification.

48. What consultative services are available to your school jurisdiction and how often in the past year have schools indicated utilization of these services? Indicate in the appropriate spaces on the following chart. SEE "STUDY GUIDE" No. 26 (a).

Consultative Services	No. Available in Jurisdiction	Used Regularly	Used Infrequently
Superintendent			
Supervisory Assistant			
Remedial Teacher			
Reading Consultant			
Educational Psychologist			
Speech Therapist			
Librarian			
Audio-Visual Specialist			
Others (specify)			

48. The figures on availability and use of consultative services in school jurisdictions were summarized in the following three tables by category.

A note of explanation regarding the figures for educational psychologists and speech therapists is provided in order that the facts are not misrepresented. The figures used in this study were compiled in March, 1968. At that time there was only one educational psychologist employed by an urban school jurisdiction. However, all seventy-seven Local Committees made reference to using the services of the educational psychologist in their health region. There are thirteen health regions in Saskatchewan plus a northern health district. According to figures obtained from the Regional Health Services Branch, Department of Public Health, there were twelve educational psychologists and two speech therapists employed by the health regions in March, 1968.

Approximately five or six school jurisdictions are located in each health region in Saskatchewan. Consequently, these school jurisdictions would have been referring to the same educational psychologist available in their region. To this extent, a large percentage of Local Committees indicated a use of such personnel "infrequently" since one educational psychologist (often referred to as the speech therapist) provides services in such a large area.

The indication that twenty-one jurisdictions consulted their superintendent "infrequently" may account for the high utilization rate indicated for supervisory assistants.

Although twenty-six remedial teachers were designated in the returns, this would appear to be a low figure, considering the fact that in March 1968, there were in fact more auxiliary classes for children with special disabilities than 26 teachers could instruct. It is recognized that there are certain jurisdictions with itinerant teachers in remedial instruction who work in a particular school, but not with a special class. For this reason these teachers may not have been identified when indicating the number available in a jurisdiction.

With regard to the eighteen speech therapists listed, the reader is referred to the above section explaining the high number of educational psychologists referred to in response to this question. Additionally, there were several statements made referring to the multiple responsibilities of the supervisory assistants whose duties also included consultation in speech therapy. It was also explained that this multiple role often was extended to include other consultative services in addition to speech therapy and supervision.

Although forty-six librarians were listed, many explanatory notes accompanied the returns stating that this was a part-time position. However, the actual figure of 46 was included to indicate the number of people who provided Divisions I and II with this consultative service. Additionally, the difficulty for some urban jurisdictions to localize the use of a professional librarian for the elementary area alone is recognized; consequently these returns often minimized

TABLE VIII

PROVINCIAL RETURNS

Division I & II Evaluation Study

Consultative Services—Availability and Use

CONSULTATIVE SERVICES	NUMBER AVAILABLE IN JURISDICTION	USED REGULARLY	USED INFREQUENTLY
Superintendent	79	58	21
Supervisory Assistant	56	53	3
Remedial Teacher	26	26	—
Reading Consultant	6	5	1
*Educational Psychologist	78	20	58
*Speech Therapist	18	10	8
Librarian	46	40	6
Audio-visual Specialist	5	4	1
Others (specify)			
Guidance	7	7	—
Nurse	39	29	10
Physical Ed.	7	6	1
Music	22	20	2
Art Consultant	4	4	—

*please note explanation in text

TABLE IX

URBAN RETURNS

Division I & II Evaluation Study

Consultative Services—Availability and Use

CONSULTATIVE SERVICES	NUMBER AVAILABLE IN JURISDICTION	USED REGULARLY	USED INFREQUENTLY
Superintendent	19	12	7
Supervisory Assistant	20	20	—
Remedial Teacher	10	10	—
Reading Consultant	4	3	1
*Educational Psychologist	19	12	7
*Speech Therapist	11	9	2
Librarian	12	11	1
Audio-visual Specialist	3	2	1
Others (specify)			
Guidance	6	6	—
Nurse	4	3	1
Physical Ed.	5	5	—
Music	10	10	—
Art Consultant	4	4	—

*please note explanation in text

TABLE X

NON URBAN RETURNS

Division I & II Evaluation Study

Consultative Services—Availability and Use

CONSULTATIVE SERVICES	NUMBER AVAILABLE IN JURISDICTION	USED REGULARLY	USED INFREQUENTLY
Superintendent	60	46	14
Supervisory Assistant	36	33	3
Remedial Teacher	16	16	—
Reading Consultant	2	2	—
*Educational Psychologist	59	8	51
*Speech Therapist	7	1	6
Librarian	34	29	5
Audio-visual Specialist	2	2	—
Others (specify)			
Guidance	1	1	—
Nurse	35	26	9
Physical Ed.	2	1	1
Music	12	10	2
Art Consultant	—	—	—

*please note explanation in text.

48. continued

the number of professional library personnel available to these children. Teachers were still frequently listed as the ones who were classified as "librarians" in the elementary divisions, particularly in the non-urban areas.

Also noted were the additional consultetive personnel listed by Local Committees and the proportionately high utilization rate. The nurse was often referred to as the public health nurse in that health region; this gave some explanetion for the ten who are consulted with "infrequently". The results of this question, while weighted to indicate a "regular" rather than "infrequent" use of consultative services, does however, suggest several questions:

—do teachers **not know** how to use the consultants who are available?

—do teachers **not want** to use the consultants who are available?

—are the available consultants **not effective?**

49. During the past year, what consultative services were required, but unavailable? Please specify. SEE "STUDY GUIDE" No. 26(b).

.....

Responses coded opposite

49.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
46	60%	6	35%	40	66%	1. Reading Consultant
63	82%	13	76%	50	83%	2. Speech Therapist
60	78%	13	76%	47	78%	3. Remedial Teacher
42	54%	8	47%	34	56%	4. Librarian
41	53%	8	47%	33	55%	5. Guidance Counsellor
11	14%	1	5%	10	16%	6. Supervisory Assistant
4	5%	2	11%	2	3%	7. Art Consultant
1	1%	1	5%	0	0%	8. Division II Consultant
12	15%	3	17%	9	15%	9. Music Consultant
6	8%	2	11%	4	6%	10. Physical Education Consultant
13	17%	3	17%	10	16%	11. Audio-Visual Specialist
7	9%	4	23%	3	5%	12. Primary Consultant
20	26%	4	23%	16	26%	13. Educational Psychologist/ Psychologist/Psychiatrist

The reader is reminded that the question did not ask which consultants the jurisdiction would hire, but asked which consultants "were required, but unavailable". It is interesting whether jurisdictions would indicate the same priorities as those listed above in regard to actually

49. Continued

engaging specialists for their jurisdiction. The responses to this question should not be interpreted as a priority of need which would be filled in the same order of response, but rather as consultative service needs which were not fulfilled during the 1967-68 school year.

It is interesting that needs were not ranked in the order in which it was presumed they would be. For example, it was considered that the reading consultant would be ranked first, when in fact the need for a speech therapist and a remedial teacher scored a higher response, the former being ranked first.

The fact that the highest responses were ranked in identical order by the urban and non-urban returns continues to raise the question whether or not these jurisdictions were identifying needs which they would be prepared to fill in the priorities listed. That is, would all jurisdictions consider that they should hire a speech therapist before a remedial teacher?

50. In your school jurisdiction to what extent has the nongraded C.P.P. **affected the provision of consultative services?** SEE "STUDY GUIDE" No. 31(b).

Consultative Services	Extent of Effect		
	None	Little	Considerable
Librarian			
Guidance Counsellor			
Remedial Services			
Subject Consultants			
Therapists			

Others (specify).....

50. **PROVINCE**

CONSULTATIVE SERVICES	C.P.P.—EFFECT ON PROVISION					
	None		Little		Considerable	
	Juris. Replies	% of 77 Juris.	Juris. Replies	% of 77 Juris.	Juris. Replies	% of 77 Juris.
Librarian	44	57%	13	17%	20	26%
Guidance Counsellor	68	88%	5	6%	3	4%
Remedial Services	55	71%	14	18%	8	10%
Subject consultants	62	80%	11	14%	4	5%
Therapists	69	89%	7	9%	1	1%
Others	NO OTHERS SPECIFIED					

50. Continued

URBAN

CONSULTATIVE SERVICES	C.P.P.—EFFECT ON PROVISION					
	None		Little		Considerable	
	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 17 Juris.
Librarian	11	64%	1	5%	5	29%
Guidance Counsellor	13	76%	1	5%	3	17%
Remedial Services	10	58%	3	17%	4	23%
Subject consultants	8	47%	6	35%	3	17%
Therapists	14	82%	2	11%	1	5%
Others	NO OTHERS SPECIFIED					

50. Continued

NON-URBAN

CONSULTATIVE SERVICES	C.P.P.—EFFECT ON PROVISION					
	None		Little		Considerable	
	Juris. Replies	% of 60 Juris.	Juris. Replies	% of 60 Juris.	Juris. Replies	% of 60 Juris.
Librarian	33	55%	12	20%	15	25%
Guidance Counsellor	55	91%	4	6%	0	0%
Remedial Services	45	75%	11	18%	4	6%
Subject consultants	54	90%	5	8%	1	1%
Therapists	55	91%	5	8%	0	0%
Others	NO OTHERS SPECIFIED					

In relation to the consultative services "required, but unavailable", as documented in number 49, the high negative response in this question to the **provision** of consultative services furnishes further documentation in support of the need for such services in school jurisdictions.

51. In your school jurisdiction to what extent has the nongraded C.P.P. had a salutary effect on **teacher utilization of consultative services** that improve learning opportunities. Rank the **three** services used most frequently by numbers 1, 2, 3, in order of priority of service utilized. SEE "STUDY GUIDE" No. 32(b).

.....Librarian

.....Guidance counsellor

.....Remedial Services

.....Consultants

.....Therapists

.....Other (as specified in No. 47)

Consultative Services Used

51.

Province		Urban		Non-Urban		
Juris. Replies	Ranking	Juris. Replies	Ranking	Juris. Replies	Ranking	
23	1	3	3	21	1	Librarian
5	3	2	4	2	4	Guidance counsellor
15	2	5	2	10	2	Remedial services
6	3	8	1	6	3	Consultants
2	4	1	5	2	4	Therapists
NO OTHERS SPECIFIED						Others (as specified in No. 47)

It is recognized that while this is a low percentage response, it was not reasonable to expect high utilization figures of personnel which jurisdictions in fact did not have.

52. In your school jurisdiction to what extent has the nongraded C.P.P. **affected the provision of instructional materials** that improve learning opportunities? SEE "STUDY GUIDE" No. 31(a).

Instructional Materials	Extent of Effect		
	None	Little	Considerable
Library books			
Non-print Instructional materials (maps, film strips, transparency sets)			
Television and Radio programs			
16 mm. film services			
Tape library services			
Programmed learning materials			

52. **PROVINCE**

INSTRUCTIONAL MATERIALS	C.P.P — EFFECT ON PROVISION					
	None		Little		Considerable	
	Juris. Replies	% of 77 Juris.	Juris. Replies	% of 77 Juris.	Juris. Replies	% of 77 Juris.
Library books	8	10%	19	24%	49	63%
Non-print Instructional materials (maps, filmstrips. transparency sets)	17	22%	30	47%	30	39%
Television and radio programs	18	23%	28	36%	31	40%
16 mm. film services	25	32%	37	48%	15	19%
Tape library services	44	57%	28	36%	5	6%
Programmed learning materials	63	82%	14	18%	0	0%

52. continued

URBAN

INSTRUCTIONAL MATERIALS	C.P.P.—EFFECT ON PROVISION					
	None		Little		Considerable	
	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 17 Juris.
Library books	4	23%	5	29%	8	47%
Non-print Instructional materials (maps, filmstrips, transparency sets)	5	29%	7	41%	5	29%
Television and radio programs	7	41%	7	41%	3	17%
16 mm. film services	6	35%	7	41%	4	23%
Tape library services	9	52%	7	41%	1	5%
Programmed learning materials	13	76%	4	23%	0	0%

52. Continued

NON-URBAN

INSTRUCTIONAL MATERIALS	C.P.P.—EFFECT ON PROVISION					
	None		Little		Considerable	
	Juris. Replies	% of 60 Juris.	Juris. Replies	% of 60 Juris	Juris. Replies	% of 60 Juris.
Library books	4	6%	14	23%	41	68%
Non-print Instructional materials (maps, filmstrips, transparency sets)	12	20%	23	38%	25	41%
Television and radio programs	11	18%	21	35%	28	46%
16 mm. film services	19	31%	30	50%	11	18%
Tape library services	35	58%	21	35%	4	6%
Programmed learning materials	50	8%	10	16%	0	0%

The positive response regarding library books may be interpreted as being directly attributable to the provision of additional support through the incentive library grants during this period of time. It is considered that the grant, plus the emphasis on greater use of library books in implementing the nongraded plan, may both have had a considerable and equal effect in the extensive provision of library materials. Also the emphasis on independent study and enrichment, as well as curriculum trends focusing on the individual, may have affected the provision of library books.

53. In your school jurisdiction to what extent has the nongraded C.P.P. had a salutary effect on **teacher utilization of instructional materials** that improve learning opportunities? Rank the **three** items used most frequently by numbers 1, 2, 3, in order of priority of service utilized. SEE "STUDY GUIDE" No. 32(a).

.....Library books

.....Non-print instruction materials (maps, film strips, transparency sets)

.....Television and radio program

.....16 mm. film services

.....Tape library services

.....Programmed learning materials

V. GENERAL EVALUATION QUESTIONS

54. Has the "Self-Evaluation Study Guide" accomplished its purpose of stock-taking in your area?

YES..... NO.....

53.

INSTRUCTIONAL MATERIALS USED						
Province		Urban		Non-Urban		
Juris. Replies	Ranking	Juris. Replies	Ranking	Juris. Replies	Ranking	
71	1	12	1	59	1	Library books
40	2	6	2	34	2	Non-print instruction materials (maps, film strips, transparency sets)
32	3	5	3	28	3	Television and radio program
22	4	2	4	21	4	16 mm. film services
17	5	2	4	14	5	Tape library services
5	6	0	—	5	6	Programmed learning materials

Note identical ranking for the first three categories.

54.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
71	92%	16	94%	55	91%	YES
5	6%	1	5%	4	6%	NO

It is considered significant that the consensus of Local Committees was represented by a factor of 92% to support that the "Self-Evaluation Study Guides" assisted in accomplishing the purpose of stock-taking in school jurisdictions.

55. Based on your school "Study" returns, what is the consensus of your committee regarding **the extent to which the claimed advantages of the nongraded continuous progress plan are being achieved in your area?**

Advantage Claimed for the Plan	Extent of Local Implementation		
	Fully	Partially	Not at all
1. It recognizes basic difference in learning rates.			
2. It eliminates "grade failure" & "grade skipping".			
3. It enables teachers to challenge the bright students more effectively			
4. It emphasizes the basic skill subjects.			
5. It provides all children with opportunities for some measure of success.			

55.

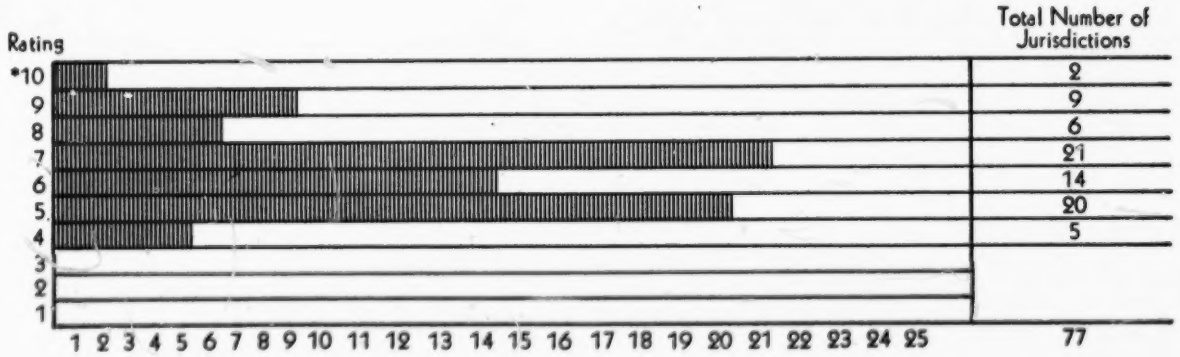
Advantage Claimed for the Plan	EXTENT OF LOCAL IMPLEMENTATION								
	FULLY			PARTIALLY			NOT AT ALL		
	Prov.	Urban	Non-Urban	Prov.	Urban	Non-Urban	Prov.	Urban	Non-Urban
1. It recognizes basic differences in learning rates.	21	6	15	55	11	44	0	0	0
2. It eliminates "grade failure" and "grade skipping".	18	5	13	57	12	45	1	0	1
3. It enables teachers to challenge the bright students more effectively.	7	3	4	63	13	50	6	1	5
4. It emphasizes the basic skill subjects.	45	10	35	30	7	23	0	0	0
5. It provides all children with opportunities for some measure of success.	28	7	21	48	10	38	0	0	0

The provincial results indicated that all the original advantages claimed for the plan were **"partially"** implemented by over sixty-two percent of the jurisdictions reporting. The one exception was the advantage "it (the plan) emphasizes the basic skill subjects" where it was indicated that this advantage was **"fully"** operative in 45 (58%) of the jurisdictions reporting.

55. Continued

In addition to the actual figures documented in this question, the response of each jurisdiction was rated on a scale of 1 to 10 points, ten being the highest possible score and meaning "full" attainment of each advantage. The graph which follows is a provincial summary and illustrates that most of the jurisdictions rated at the midway mark in extent of implementation, with two jurisdictions scoring at ten points for full attainment.

RATING OF 77 JURISDICTIONS ON EXTENT OF IMPLEMENTATION



*10 is highest score possible.

The question which arises is whether these ratings reflect what has actually happened in Saskatchewan? In view of most jurisdictions being at the halfway mark or slightly in excess of it, it may be timely for the Department to point out what are considered specific requirements for "full" implementation. If such criteria were prepared, the ratings by jurisdictions might be tested against the standards established for each of the advantages claimed for the plan. While this might be used primarily in jurisdictions where the self-rating was high, it is also recognized that some jurisdictions may have been excessively modest in appraising themselves and may in fact rate higher against a set of criteria on implementation of the advantages claimed for the plan.

56. What are the problem areas that have hindered the attainment of the objectives of the nongraded C.P.P.? Rank problem areas in your jurisdiction in order of priority by number 1, 2, 3, etc. beside any that apply. SEE "STUDY GUIDE" No. 33.

.....Lack of pre-service training for teachers

.....In-service program ineffective

.....Lack of adequate auxiliary services

.....Present free-text policy

.....Lack of understanding by teachers of basic philosophy

.....Inadequate teacher-pupil ratio

.....Lack of school plant facilities

.....Others (specify).....

.....

56.

Province		Urban		Non-Urban		
Juris. Replies	Ranking	Juris. Replies	Ranking	Juris. Replies	Ranking	
15	3	6	2	11	4	Lack of pre-service training for teachers
9	5	3	3	17	2	In-service program ineffective
23	2	3	3	14	3	Lack of adequate auxiliary services
13	4	3	3	11	4	Present free-text policy
12	4	5	2	9	4	Lack of understanding by teachers of basic philosophy
37	1	8	1	29	1	Inadequate teacher-pupil ratio
25	2	6	2	10	4	Lack of school plant facilities
0	—	0	—	0	—	Others (specify)

While there was a variation in the ranking scale of problems hindering further attainment, there was general agreement (based on the urban and non-urban returns) that the main problem area had been an inadequate pupil-teacher ratio. This was followed closely by the problem areas identified as inadequate in-service programs and lack of understanding by teachers of the basic philosophy of the plan.

Inadequate pupil-teacher ratio

The identification of an inadequate pupil-teacher ratio as the **main** problem deterring further implementation of the plan might imply that since Local Committees were of this opinion, there is a tremendous task of conducting in-service programs for teachers on the techniques of handling

56. Continued

classes, which in comparison with other provinces, are not excessively large. The suggestion of grouping for instruction may not be the fault of the organizational concept itself, but an inability of the teacher to cope with various instructional groups in terms of management and teacher tolerance. On the basis of the emphasis on this suggested inadequate ratio, teachers could perhaps also be challenged to re-examine themselves and the results of this study:

—in the light of a much greater range of use of instructional materials;

—in acquring further skills of motivating students for independent study; and

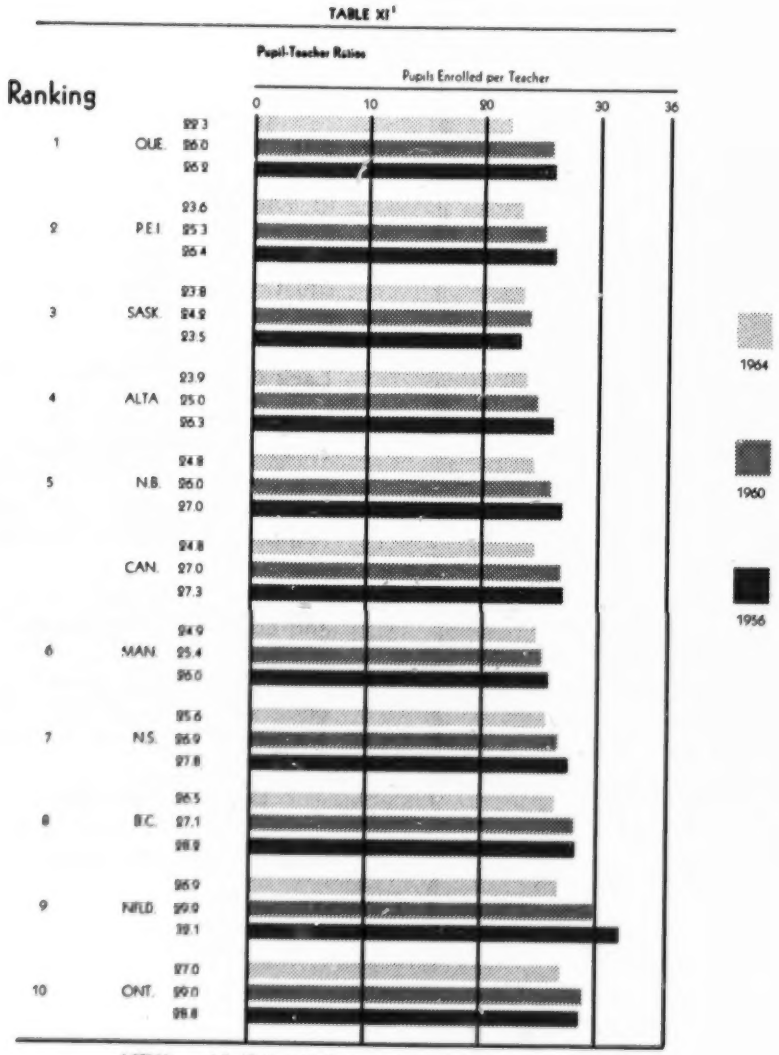
—in supporting the use of teacher aides in the classroom.

While there may be a problem arising with a varying number of instructional levels within one classroom, this argument could be challenged as a valid reason for lack of implementation in most jurisdictions. Should not teachers have greater skill in the use of tools at hand, along with a familiarity with new tools, to accomplish the objectives of the nongraded plan? The ability to group a class into at least three levels for instruction is not considered to be the sole determinant of class management under the plan; instructional materials facilitate grouping techniques to a greater degree than may be appreciated.

There was added documentation by several jurisdictions which discussed the need for instructional materials for large classes. It was their opinion that schools "tend to accept the consensus of teachers" whose recommendations demonstrate that the purpose of the materials will serve to enhance the learning environment in their jurisdiction. Could it be that the teachers themselves either do not know about or do not want to avail themselves of additional instructional materials, particularly those teachers having to cope with large classes in a division? Where there are no accelerates or decelerates, there could be one instructional level in the classroom (for streaming). The number of instructional **groups** in a **subject** could vary from one to possibly three.

While the problem of inadequate teacher-pupil ratio was ranked highest, the following table documents Saskatchewan as having the third lowest ratio in Canada.

TABLE XI[1]



[1] CTF Monograph II—"Ranking of the Provinces on Various Aspects of Canadian Education," Wilfred J. Brown, 1967., p.p. 66

56. Continued

Inadequate In-service Programs

It would appear that the Department had not done the job which needed to be done, and that it should provide more assistance in this problem area. However, basically, in-service will continue to be the responsibility of the local jurisdiction with the Department involved through its superintendents. It is recognized that in-service programs must be a continual part of the supervisory program; perhaps it is the central office staff in the Department who were remiss in not demonstrating leadership in this regard. While the Department is prepared to remedy this situation, the fact remains that to be effective, teacher training institutions in the province, and the Saskatchewan Teachers' Federation must continue to lend support to in-service programs.

Lack of Understanding of Basic Philosophy by Teachers

A primary responsiblility of the Colleges of Education is to prepare teachers to teach in Saskatchewan. This suggests the importance of an emphasis on the basic philosophy of the continuous progress plan in the pre-service preparation of teachers. Furthermore, as a service to school systems, the Colleges of Education should provide in-service assistance as part of their continual responsibility for teacher training in this province.

It was the opinion of certain jurisdictions that urban school boards were more willing and able to pay for special services of the faculty of Colleges of Education to attend in-service programs than were rural school boards. It was also expressed that in rural areas, responsibility was still primarily placed on the teacher and on his own initiative in getting a new program underway. This should definitely not be the case; the superintendents of schools should be leaders in in-service education.

The documentation and comments on problem areas by Local Committees, appeared to lend support to the establishment of schools throughout the province for the purpose of inter-school visitation and observation in teaching techniques in nongrading.

57. In your area, what types of in-service activities appear to be desirable as a result of this stock-taking? List in order of priority.

1. .....
2. .....
3. .....
4. .....
5. .....

Responses coded opposite

57.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
36	49%	6	35%	32	53%	1. Subject (division) workshops, division meetings and institutes
23	30%	4	23%	19	31%	2. Inter-school visitation and observation
10	13%	4	23%	6	10%	3. Examine evaluation procedures—program development procedures
19	24%	6	35%	13	21%	4. Wider teacher involvement in curriculum planning, particularly for enrichment & remedial programs
3	4%	1	5%	2	3%	5. Language arts—program improvement
40	52%	10	58%	30	50%	6. Studies—(staff basis) in basic skill & practices of nongrading implementation procedures, grouping techniques & interpretation of test results
6	8%	3	17%	3	5%	7. Orientation programs for new teachers in jurisdiction
1	1%	0	0%	1	1%	8. Greater involvement by S.T.F. in local study groups

(table continued on next page)

57. Continued

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
1	1%	0	0%	1	1%	9. Professional development committees
13	17%	2	11%	11	18%	10. Uses of resource materials & aids e.g. remedial reading techniques
5	6%	1	5%	4	6%	11. Parent teacher study groups & meetings
16	21%	3	17%	13	21%	12. Demonstration in specialist techniques by consultants e.g. speech therapy

Since 52% of jurisdictions indicated the need for studies in the basic philosophy and practice of nongrading, there would appear to be a considerable amount of in-service training required in school jurisdictions. Additionally, because of the equally high response regarding the desirability of inter-school visitations, the Department of Education should consider providing information regarding schools suitable for such purposes, along with encouraging experimentation and research.

Regarding the 24% provincial response to the suggestion that there should be wider teacher involvement in curriculum planning, this did not square with the 54% negative response in question number 33 on whether teachers were undertaking basic curriculum revision.

It might also be interpreted that the indication regarding a need to examine evaluation procedures was low (13% of jurisdictions reporting), in comparison with results of other questions which documented the lack of personnel skilled in evaluating student progress.

58. List the types of activity which the department might undertake in order to assist in a more sophisticated implementation of the nongraded continuous progress plan in Saskatchewan.

1. .....

2. .....

3. .....

4. .....

Responses coded opposite

58.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
24	31%	6	35%	18	30%	1. Change grant structure to lower teacher-pupil ratio
19	24%	5	29%	14	23%	2. More grants for equipment, plant facilities, instructional materials & libraries
8	10%	1	5%	7	11%	3. Equalize per teacher grants to allow boards to hire more professional teachers for Div. I & II along with consultative services
5	6%	1	5%	4	6%	4. Allow wider teacher involvement in provincial curriculum planning
5	6%	1	5%	4	6%	5. More publication of information for teachers re nongrading including bibliography by subject & review from current literature
31	40%	6	35%	25	41%	6. Encourage University to offer classes dealing with methods of instruction in the nongraded plan
2	2%	1	5%	1	1%	7. Work more closely with Saskatchewan School Trustees Assoc. for better support for change

(table continued on next page)

58. continued

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
1	1%	0	0%	1	1%	8. More public relations programs for the general public re the plan
2	2%	0	0%	2	3%	9. Short summer courses in late August
2	2%	0	0%	2	3%	10. Provide grant for administrative services (clerical staff)
9	11%	3	17%	7	11%	11. Special grants to small schools for purchase of instructional materials (these could later be transferred to large schools)
2	2%	1	5%	1	1%	12. Establish Instructional Materials Centers throughout the province and prepare comprehensive catalogue on materials
14	18%	5	29%	9	15%	13. Curriculum Revision of Division I & II Guides for more guidance in handling individual differences.
3	4%	1	5%	2	3%	14. More educational research (basic & applied)
32	41%	4	23%	28	46%	15. Conduct in-service programs, institutes, workshops, testing

(table continued on next page)

58. Continued (table continued from previous page)

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
21	27%	5	29%	16	26%	16. Make more departmental consultative services available
28	36%	8	47%	20	33%	17. Scrap present free text policy (departmental grants instead); or modify free text policy to allow teacher choice of text.
5	6%	1	5%	4	6%	18. Drop "grade" reporting terms (e.g. in year-end returns)
1	1%	0	0%	1	1%	19. Distribute standardized tests
2	2%	1	5%	1	1%	20. Prepare more ETV for Division I and II programs

The suggestion to equalize per teacher grants in order that more professional teachers could be used in Divisions I and II has been implemented. In March 1968, an amendment to the Grants Act was passed whereby the grants for teachers to cities, larger towns and school units would be related to teacher certification, and not to the level of the teaching assignment.

The suggestion to revise the curriculum guides for Divisions I and II has already been executed, with various subject committees having been convened in October, 1968.

59. In the light of the study underteken in your area, are there any refinements to the **provincial** Continuous Progress Plan which appear to be desirable? Please enumerate.

.....

Responses coded opposite

59.

Province		Urban		Non-Urban		
Juris. Replies	% of 77 Juris.	Juris. Replies	% of 17 Juris.	Juris. Replies	% of 60 Juris.	
8	10%	5	29%	3	5%	1. Removal of dividing line between Divisions I and II
5	6%	1	5%	4	6%	2. Re-definition of terms—accelerated, average, decelerated — in order to remain compatible with the philosophy
1	1%	0	0%	1	1%	3. Refrain from structuring standard programs—in terms of time (e.g. concept of 4 year or 6 year program too prevalent)
1	1%	0	0%	1	1%	4. Prepare a statement of objectives of the nongraded plan in behavioural terms
5	6%	1	5%	4	6%	5. Include kindergarten in Division I with financial assistance
2	2%	1	.5%	1	1%	6. Encourage open-space schools to complement nongrading
1	1%	0	0%	1	1%	7. Decrease emphasis on skill subjects
12	15%	7	41%	5	8%	8. Update curriculum guides—new curriculum content in Divisions I and II

59. Continued

There has been a positive response in the Department to the suggestion that the dividing line between Divisions I and II be removed. In fact several superintendents have already initiated this in their jurisdictions.

Presumably, updating of the curriculum will emerge from the work by the new Division I and II curriculum committees which commenced in the fall of 1968.

Certainly a re-definition of the terms accelerated, average and decelerated must be arrived at before launching further in-service programs on grouping techniques in school jurisdictions.

VI. COMMITTEE ACTION

60. Commitment to Action

Now that your committee has looked at the practices and procedures in your school jurisdiction, how do you plan to make the C.P.P. more effective? Please report plans regarding further implementation and refinement of the nongraded plan under any of the following headings that apply:

(This question may be answered in the space provided or attached separately to the questionnaire return).
SEE "STUDY GUIDE" No. 34.

(a) grouping
(b) curriculum
(c) facilities and resources
(d) personnel
(e) evaluation
(f) reporting to parents
(g) general plans for the future, not included in the above.

.....

60. Because of the highly individual nature of the response, along with the general similarity of replies to the responses in question number 57 (in-service requirements in local jurisdictions), this question was not coded for keypunching. It is planned to have the individual replies returned to Local Evaluation Committees for a progress report of "commitments to action" during the current school year.

CONCLUSION

General Conclusions

The purpose of this study has been to measure the extent to which the five alleged advantages of the nongraded continuous progress plan have been achieved since 1964 when the plan was implemented provincially. To this extent, the information which was received indicated that, in Saskatchewan, most school jurisdictions had estimated themselves to be at the mid-way mark in attainment of the advantages of the plan.

The consensus of Local Committee opinions, along with general conclusions based on the data submitted may be summarized as follows:

1) The principle of the nongraded school appears to have had general acceptance by teachers, parents, pupils and school boards. The plan appears to have manifested itself mainly through changes in school organization, both in general administration and in school class management.

2) The principle of continuous pupil progress seems to be less firmly established then nongradedness.

3) Provision for individual differences appears to rely mainly on a form of streaming which involves the classification of pupils into average, decelerated and accelerated groups, followed by varying the rate of progress through essentially the same course content according to a unit of work plan and schedule.

4) Although emphasis in the plan is on variations in the rate of course coverage, the percentage of decelerates and accelerates is a small proportion of the total school population. It appears that the tendency is to consider the great majority of pupils as "average", and to provide for differences in learning ability and academic aptitude by means such as enrichment and remedial treatment.

Problem Areas

A considerable part of the study focused on the identification of problem areas by the Local Evaluation Committees which provided all the data contained in this report. Specifically, the committee responses identified the following problems as deterrents to further implementation of the nongraded plan:

1) There is an urgent need for pre-service and in-service programs for teachers to provide them with more extensive knowledge of the philosophy of the nongraded plan and teaching methods in relation to it.

2) In addition to there being minimal distribution of pupils among various learning ability groups, the groups (particularly the decelerates) tend to become crystallized. During the school year there is little indication of movement between groups, which would suggest a lack of periodic re-assessment with respect to group placement.

3) There is a lack of specialized consultative personnel and a concentration on a small number of instructional materials. The implementation of the nongraded plan with its emphasis on individualized instruction appears to have had little effect on the provision of consultative services and new learning aids.

4) There appears to be a lack of competence in the field of evaluation of pupil progress.

In addition to the general and specific problems identified above, there appear to be several items which should be considered in the light of further refinements to the existing provincial plan.

1) Possibly the terms "accelerate" and "decelerate" need to be reconsidered as representing the formal classificiation and grouping of pupils in the classroom. The practice of this type of grouping for streaming should perhaps be either discontinued or replaced by an approach which reflects more accurately the individual variation in achievement from subject to subject. Additionally, the stigma of failure that appears to be attached to deceleration should lead us to question seriously the wisdom of identifying pupils on this basis.

2) Probably the nongraded continuous progress plan has relied too heavily on organizational procedures to provide for the varying needs of individual pupils. Possibly the greatest need is for instructional alterations. Grouping has been considered a means for eliminating or reducing differences rather than a procedure for teaching to them. The task is to locate and define differences, and then plan appropriate instructional and learning experiences to accommodate them. To do this, a good deal more attention will need to be focused on program and curricula and on the instructional materials used. Within the broad framework of courses of study, teachers must be prepared to do a great deal of adaptation and modification to meet individual pupil needs.

3) If it is agreed that instructional practices and school programs are to be adapted to the concept of continuous progress, curriculum committees presently developing courses of study and programs for Divisions I and II should be alerted to the need for flexible courses and scope for individualized instruction and learning. Consideration might be given to the provision of instructional suggestions to teachers in addition to the course outline.

4) To facilitate the idea of individual continuous progress at the elementary level, serious consideration should be given to the suggested modification that the division line between Divisions I and II be eliminated.

Implications

This study of the Nongraded Plan in Divisions I and II provides convincing evidence that educational agencies and leaders in Saskatchewan need to join forces to further improve and implement the nongraded continuous progress plan which has had wide acceptance after only four years of existence. The study appears to have the following special implications for the Department of Education regarding its responsibility in further implementation of the nongraded continuous progress plan in Divisions I and II:

(a) In view of the evidence of the general acceptance of the continuous progress plan by teachers, parents, pupils and school boards, there is a need for the Department to make clear that this approach is now the official program for all Division I and II classrooms in the province. The decision to implement should no longer be considered as optional and all schools should be expected to implement the program now. At the same time, it needs to be stressed that each school is a unique situation which would permit variations from any provincially conceived plan.

(b) There is an important role to be played in the area of in-service programs. The field staff of the Department has a direct and continuing responsibility to assist teachers in in-service programs on continuous progress and nongrading. It is recognized that this may also involve in-service work with the personnel in the field.

(c) The Department of Education consultants should give greater emphasis to the varying needs of individuals, rather than stressing the organizational structure of the nongraded continuous progress plan.

(d) The Department should undertake more responsibility in the dissemination of information relative to nongraded plans.

(e) The Department should take the initiative in sponsoring studies on the whole field of evaluation in Divisions I and II.

(f) The Department should assist in identifying schools and classrooms suitable for interschool visitation. For these purposes, departmental staff should work with the school staff by jointly encouraging visitations from teachers throughout the province in order to observe effective nongraded continuous progress plans in action.

(g) In refining the existing continuous progress plan, the Department should give serious consideration to incorporating the following important findings of the study:

i) elimination of the break between Divisions I and II in order to facilitate opportunities for continuous progress throughout years one to six;

ii) elimination of the present categories of pupils based on the use of the terms average, decelerated, accelerated.

iii) elimination of the concept of uniform course coverage for all pupils with variations in time.

(h) The Department should assume a continuing responsibility to assess the extent of implementation of the nongraded plan through joint research and data collection with all agencies involved in this program.

The statement above is an attempt to set out some of the implications arising from this study for the Department of Education. While these items are by no means inclusive, they identify the major areas which the Department should consider in designing any further refinements to the provincial plan. It is anticipated that other educational agencies and organizations in the province will want to consider the findings in this study and take appropriate action to assist in taking the plan a step further in implementation.

The most significant finding of this study has been that implementation of the nongraded plan as an educational change was possible because of the approach taken to implementation; continuity was not sacrificed to immediacy. The plan has made a gradual, if incomplete, entrance into the educational system is Saskatchewan. However, it was, and still remains, an innovative process affecting children in the elementary school and it is recognized that further extensions and refinements will be necessary.

This is why it was important to conduct this study to view the process of innovation and implementation of the nongraded continuous progress plan in the context of the prevailing situation. Only so have we been able to determine what is possible and what is needed.

Appendix A

A Local Evaluation Committee in each of the following jurisdictions completed and returned a "Questionnaire to Local Evaluation Committees" which was included in the tabulation and analysis of this study. The jurisdictions were classified "Urban" or "Non-Urban" solely for the purposes of this study.

URBAN JURISDICTIONS

Estevan S.D. No. 257
Lloydminster Public S.D. No. 1036
Melville S.D. No. 2187
Board of Education for the Moose Jaw Public S.D. No. 1
Moose Jaw R.C.S.S.D. No. 22
North Battleford S.D. No. 1438
North Battleford R.C.S.S.D. No. 16
Prince Albert S.D. No. 3
Prince Albert R.C.S.S.D. No. 6
Board of Education for the Regina Public S.D. No. 4
Graton R.C.S.S.D. No. 13 (Regina)
Saskatoon S.D. No. 13
St. Paul's R.C.S.S.D. No. 20 (Saskatoon)
Swift Current S.D. No. 167
St. Patrick R.C.S.S.D. No. 11 (Swift Current)
Yorkton S.D. No. 159
Weyburn S.D. No. 512

NON-URBAN JURISDICTIONS

Arcola S.U. No. 10
Assiniboia S.U. No. 5
Biggar S.U. No. 50
Blaine Lake S.U. No. 57
Borderland S.U. No. 4
Broadview S.U. No. 18
Canora S.U. No. 37
Cupar S.U. No. 28
Davidson S.U. No. 31
Eastend S.U. No. 8
Estevan S.U. No. 2 +
Estevan R.C.S.S.D. No. 27
Eston—Elrose S.U. No. 33
Foam Lake—Wynyard S.U. No. 38
Govan S.U. No. 29
Gull Lake S.U. No. 16
Herbert S.U. No. 23
Hudson Bay S.U. No. 52
Humboldt S.U. No. 47
Indian Head S.U. No. 19
Kamsack S.U. No. 35
Kerrobert S.U. No. 44
Kindersley S.U. No. 34
Kinistino S.U. No. 55
Lanigan S.U. No. 40
Leader S.U. No. 24
Lloydminster S.U. No. 60
Long Lake S.U. No. 30
Maple Creek S.U. No. 17
Meadow Lake S.U. No. 66 +
Meadow Lake R.C.S.S.D. No. 35
Medstead S.U. No. 64
Melfort S.U. No. 54
Melville S.U. No. 26
Milestone S.U. No. 12
Moose Jaw S.U. No. 22
Moosomin S.U. No. 9
Nipawin S.U. No. 61
North Battleford S.U. No. 58
Northern Areas
Outlook S.U. No. 32
Oxbow S.U. No. 1
Parkland S.U. No. 63
Potashville S.U. No. 25
Prince Albert S.U. No. 56
Radville S.U. No. 3
Regina (East) S.U. No. 20
Rosetown S.U. No. 43
Rosthern S.U. No. 49
Saskatoon (East) S.U. No. 41
Saskatoon (West) S.U. No. 42
Shaunavon S.U. No. 7
Sturgis S.U. No. 45
Swift Current S.U. No. 15
Tisdale S.U. No. 53
Turtleford S.U. No. 65
Wadena S.U. No. 46
Wakaw S.U. No. 48
Weyburn S.U. No. 11
Wilkie S.U. No. 59
Wood River S.U. No. 6
Yorkton S.U. No. 36

Appendix B

LOCAL EVALUATION COMMITTEES*

Summary of those directly involved in the "Questionnaires" returned from school jurisdictions.

Position	Number Involved	Number Designated as Chairman of their Committee
Classroom Teacher	380	2
Principal	223	22
Superintendent	67	35
Supervisory Assistant	43	10
School Trustee	71	—
Others (please specify)		
Vice-Principal	13	1
Home & School	5	1
Minister	2	—
Counsellor	3	—
Unit Secretary	2	—
Elementary Consultant	1	—
Director of Personnel	1	—
Director of Instruction	1	1
Laymen	2	—
Director of Education	1	—
Assistant Superintendent	1	—

816 TOTAL

*These figures are based on information received from 72/77 committees regarding the number and kind of people who participated. The average number was eleven members per committee.